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This document summarizes recent graduate studies (independent or for degree) on junior colleges. The topics examined were: general education requirements in three states; characteristics and attitudes of women students; student characteristics (five studies); self-concepts of selected students; socail studies curricula in three states; secretarial and business programs (three studies); developmental programs (two studies); technical mathematics requirements for production technicians; a comparison of college-parallel and nursing students; admission requirements; grade point average changes; faculty demands and participation; catalog statements on admission and retention; Afro-American history offerings; foreign language programs; junior college board members; the Illinois uniform accounting manual (two studies); and a management information system. A statement of the problem, procedure, and findings or conclusions are given for each study. (HH)

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Northern Illinois University
Abstracts of Graduate Studies on the Community (Junior) College

1968-1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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COMMUNITY COLLEGE SERVICES
NORTHERN ILLINOIS UNIVERSITY

September 1969

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Periodically, requests are received by staff members of Northern Illinois University inquiring into the nature of research activities carried on by the university in the area of the community (junior) college. This publication summarizes research in that area completed by N.I.U. graduate students during the years 1968-1969. Because of the rapid changes taking place in the community college field, some of the studies outlined here should be considered in terms of the specific years in which the research was completed.

WILLIAM K. OGILVIE, Director
Community College Services
Northern Illinois University

TABLE OF CONTENTS

Page

GENERAL EDUCATION REQUIREMENTS FOR OCCUPATIONAL CURRICULUMS IN SELECTED COMMUNITY COLLEGES IN THE UNITED STATES 1968 (Peter L. Johnson) 2

CHARACTERISTICS OF WOMEN OVER 30 ATTENDING JOLIET JUNIOR COLLEGE AND THEIR REACTIONS TO THE COLLEGE EXPERIENCE 1968 (Lucile Stewart) 5

A STUDY OF EIGHTY-NINE GRADUATES OF THE ELGIN HIGH SCHOOL CLASS OF 1963 WHO INDICATED THEY WOULD ENTER ELGIN COMMUNITY COLLEGE 1968 (Art Kanies) 8

A STUDY OF SELF-CONCEPT OF SELECTED STUDENTS ATTENDING ELGIN COMMUNITY COLLEGE 1968 (John Near) 11

A STUDY OF COMMUNITY COLLEGE SOCIAL STUDIES CURRICULUM IN THE STATES OF IOWA, MICHIGAN AND ILLINOIS 1968 (Kenneth H. Sand) 13

A STUDY OF SECRETARIAL PROGRAMS OFFERED IN SELECTED JUNIOR-COMMUNITY COLLEGES 1968 (J. Lee Dye) 16

A COMPARISON OF THE STS EDUCATIONAL DEVELOPMENT SERIES WITH ACT SCORES AND CLASS RANKS OF JUNIOR AND SENIOR STUDENTS IN A SENIOR HIGH SCHOOL AND THE IMPLICATIONS FOR ENROLLMENT IN JUNIOR AND SENIOR COLLEGES 1968 (Louise Wade) 19

A STUDY OF TECHNICAL MATHEMATICS REQUIREMENTS FOR PRODUCTION TECHNICIANS 1968 (David B. Scott) 21

A STUDY OF ACADEMIC ACHIEVEMENT OF COLLEGE-PARALLEL AND NURSING STUDENTS AT ELGIN COMMUNITY COLLEGE 1968 (Margaret Gabler) 23

ESTABLISHING A BASIS FOR PLACEMENT IN DEVELOPMENTAL PROGRAMS 1968 (Douglas Graham) 26

REQUIREMENTS FOR ADMISSION TO ILLINOIS JUNIOR COLLEGES 1968 (Patsy Smith) 29

Page

SURVEY OF PRE-PROFESSIONAL BUSINESS CURRICULUM IN THE PUBLIC JUNIOR COLLEGES OF ILLINOIS 1968 (Kent H. Claussen) 32

A STUDY OF CHANGES IN GRADE POINT AVERAGES OF JUNIOR COLLEGE STUDENTS 1968 (Douglas Graham) 33

A DESCRIPTIVE STUDY OF STUDENTS ENTERING THE COLLEGE OF DUPAGE, ILLINOIS, IN SEPTEMBER, 1968 1968 (Dorothy Morgan) 36

A STUDY OF FACULTY DEMANDS AND FACULTY PARTICIPATION IN ILLINOIS COMMUNITY COLLEGES 1969 (Mary Joan Bevelacqua) 38

A SURVEY OF THE DIFFERENCES OF UNDER-AND-OVERACHIEVING STUDENTS AT KISHWAUKEE COMMUNITY COLLEGE 1969 (David Michael Hillmer) 42

A STUDY OF THE BEGINNING ACCOUNTING STUDENT AT SAUK VALLEY COLLEGE 1969 (Ron Hartje) 47

A STUDY OF THE CHARACTERISTICS OF THE STUDENTS ATTENDING SAUK VALLEY COLLEGE 1969 (Ron Hartje) 51

A STUDY OF ADMISSION AND RETENTION IN SELECTED JUNIOR-COMMUNITY COLLEGES THROUGH AN ANALYSIS OF CATALOG STATEMENTS 1969 (J. Lee Dye) 57

AFRO-AMERICAN HISTORY OFFERINGS IN THE CHICAGO CITY COLLEGE 1969 (John P. Kilstrom) 64

A STUDY OF FOREIGN LANGUAGE OFFERINGS AND OBJECTIVES IN SELECTED COMMUNITY COLLEGES 1969 (David G. Hines) 68

JUNIOR COLLEGE BOARD MEMBERS: THEIR PERSONAL CHARACTERISTICS AND ATTITUDES TOWARD JUNIOR COLLEGE FUNCTIONS, STATE OF ILLINOIS, 1968-69 1969 (James Andrew Ebbesen) 73

A COMPARATIVE PROFILE OF STUDENT CHARACTERISTICS OF THE 1965 AND 1967 ENTERING FRESHMAN AT HIGHLAND COMMUNITY COLLEGE 1968 (Audrey Anderson and Michael Heinze) 83

Page

AN ANALYSIS OF THE IMPLEMENTATION OF THE ILLINOIS JUNIOR COLLEGE UNIFORM ACCOUNTING MANUAL AT WILLIAM RAINEY HARPER COLLEGE 1969 (William J. Mann) 86

THE UNIFORM ACCOUNTING MANUAL'S CODING STRUCTURE IN SEVEN SELECTED ILLINOIS JUNIOR COLLEGES 1969 (John M. Murphy) 88

THE DESIGN AND IMPLEMENTATION PROJECTIONS OF A MANAGEMENT INFORMATION SYSTEM FOR AN ILLINOIS COMMUNITY COLLEGE 1969 (Howard D. Sims) 90

GENERAL EDUCATION REQUIREMENTS
FOR OCCUPATIONAL CURRICULUMS
IN SELECTED COMMUNITY COLLEGES IN THE UNITED STATES

Peter L. Johnson
1968

Purpose of Study

The purpose of the study was: (1) to ascertain the types of general education courses and the number of hours required for the associate degree in occupational programs, (2) to learn which courses could be used in transfer programs as well as for occupational programs, and (3) to make comparisons of requirements between various states and within states. (Emphasis was placed on schools from Illinois, California, and Michigan.)

Method of Collecting Data

The data was collected from catalogs and bulletins from the twenty-eight community colleges located in Illinois, Michigan, California, Wisconson, New York, Minnesota, and Mississippi.

Results of Study

The following conclusions and observations were drawn from the catalogs of the twenty-eight schools used in the study.

General Education. The community college requirements in general education ranged from nine semester hours at Waukesha Technical Institute to thirty semester hours at Gavilan College. The nine colleges from California used in this study indicated that they have an average of twenty-one semester hours of general education. Pasadena required only ten hours while Gavilan, as previously mentioned, stipulates thirty hours for those interested in the associate degree. The schools in Illinois averaged over seventeen hours of general education requirements with LaSalle-Peru and Triton requiring thirteen while Chicago has twenty-one. The schools from Michigan and other states had about the same average as Illinois.

Waukesha required nine hours in general education while Henry Ford stipulated twenty-seven. Both schools indicate that none of their courses were for transfer, thus there is some reason to believe that all courses are more technical than general.

Communication (Speech and English). All twenty-eight community colleges used in this study require some form of communication. The types are many and varied (English, speech, etc.). Those in California averaged slightly more than five semester hours while Illinois colleges have an average of nearly six and those from Michigan and other states average nearly seven hours. Nine hours was the maximum number of hours required by any school used in this study.

There was reason to believe that from this limited sampling that there are many courses required and acceptable to meeting the communication requirements for the associate degree. Also many courses in English and speech were acceptable as transfer courses -- although many schools, particularly those from California, provided courses which are especially designed for the occupational student and only meet degree requirements.

Math. Math requirements for all schools were closely associated with the technical curricula selected by the student. Thornton and Bloom indicated that transfer courses or technical courses could be selected to meet the math requirements for the various curriculums while Jones required all students to take the same math courses regardless of their plans.

In summation it was found that there are few schools who require the same math courses for all students, almost opposite from the English requirements.

Science and Health. Sixteen of the twenty-eight schools had some form of science or health requirement for the associate degree in the occupational curriculums. Titles and types of courses are generally listed in the health area, for example: Rochester listed courses in Personal Health, Community Hygiene and First Aid as acceptable; NAPA listed Health Education; Bakersfield indicated Principles of Health Education; Foothill required First Aid and Safety Education; and Thornton required Hygiene as part of the Mechanical Technology curriculum.

Social Science and History. Nearly all schools in the study indicated that they had some social science and history requirements and in most cases they were transferable to four year institutions, if desired. California schools average 5.4 semester hours of required courses and ranged from three hours at Foothill and Pasadena to nine at Antelope Valley. The Illinois schools averaged 3.5 semester hours of required courses and ranged from no required courses at Canton and Thornton to six at Bloom, Chicago, LaSalle-Peru, and Morton. Schools in other states averaged 3.3 semester hours and had a range of zero to six semester hours.

All California schools had to offer at least one course in American History and Institutions to meet state requirements. The requirement was listed as follows: "All candidates for the Associate of Arts Degree must demonstrate a knowledge of (1) American History and (2) principles of American Institutions under the Constitution of the United States and the State of California." Schools in Illinois and other states were not as specific; however, after studying the other nineteen catalogs one must conclude that most institutions have requirements similar to those of California schools even if not required by state law.

Several other required courses were noted in various college catalogs such as Fine Arts, Literature and Philosophy.

Physical Education. Next to communications, the course most often required in the twenty-eight schools studied is physical education. Foothill stated the requirement as follows: "All students enrolled for more than eight semester hours (unless twenty-one years of age or unless medically excused) are required by the state to take physical education each semester they are enrolled until and A.A. degree has been awarded." Other institutions give similar descriptions.

Summary

1. An examination of the required courses in the occupational curriculum shows a wide range of requirements in general studies. California schools require approximately thirty-three per cent of the curriculum for terminal students to be in general education while schools from Illinois and other states tend to recommend twenty-five per cent of the occupational curriculum be in the general education area. Yet, the curriculum requirements for the schools used in this study varied from nine to thirty hours.

2. As would be expected, English or Communication headed the list of required courses, physical education was second, and social science and history ranked third. The percentage of colleges requiring work in fields other than those mentioned drop rapidly, reflecting the spread generally required of students.

3. It is obvious from the data presented that the two year colleges used in the study are focused more on the transfer courses and tend to require all students to take many of the same courses regardless of their educational objective. The exception to this is the technical institute.

egree: None (independent research)

CHARACTERISTICS OF WOMEN OVER 30 ATTENDING JOLIET JUNIOR COLLEGE AND THEIR REACTIONS TO THE COLLEGE EXPERIENCE

Lucile Stewart
1968

Statement of the Problem

The purpose of this study was to discover the characteristics of women over thirty attending Joliet Junior College and also to learn their reactions to this experience.

The following information was sought:

1. Age
2. Academic characteristics
    a. Previous college experience
    b. Pre-registration test scores
    c. Grade point averages for most recent term
3. Personal adjustment as shown by Bell Adjustment Inventory
4. Choice of Curriculum
5. Reasons for attending junior college
6. Favorable reactions
7. Unfavorable reactions
8. Present relevant activities and future plans
9. Family--husband, children, and their attitudes

Procedural Development of the Study

Since only about two weeks' time was available for assembling and tabulating this information, it was necessary to depend on college records plus interviews of a sampling.

Records of 42 women were obtained from the college office. Of these, 25 attended day school during the 1967-68 school year. The remaining 17 are a random sampling of those who attended between 1964 and 1967. Twenty women were interviewed, either in person or by telephone.

They were questioned as to their reasons for going to Joliet Junior College, their favorable and unfavorable reactions, and their present relevant activities and future plans. These interviews are the basis for Numbers 5 to 9 above.

Summary of Significant Findings

The following findings were derived from an analysis of the data obtained:

1. Although women past the age of 40 attend Joliet Junior College, approximately half of them enroll for the first time before they are 35.

2. Of the 42 women studied, 26.2% had had some previous college experience; 73.8% had had none.

3. More than three-fourths of the women had ACE total scores above the 50th percentile.

4. Scores on the ITED Quantitative Test were lower than those on any other test. Only 58% of the women were above the 50th percentile.

5. More than half the women had Cooperative Reading Comprehension percentiles ranging in the top quarter.

6. The women were correspondingly superior in English Proficiency, with 51% scoring above the 75th percentile. Thus, the women were consistently far better in language arts than in mathematics.

7. In their most recent semester in school, nearly half the group had a grade point average of 3.0 - 3.99, or B (47.6%). An average of C was earned by 28.6%, and a straight A average by 14.3%. Only one student, admitted as a "Special", failed to pass any of her work. It appears that nearly all women seeking admission to Joliet Junior College are able to complete the courses offered.

8. A minority of the women showed some lack of adjustment, as indicated by their scores on the Bell Adjustment Inventory. Ratings of Average and above were received by 55.3% of the women who completed the inventory. The remaining 44.7% had Unsatisfactory or Very Unsatisfactory scores on one or more items, of which "Home" was the most frequent (44.4%) and "Health" was second (33.3%). College work may have seemed to offer solutions to home problems.

9. By far the most popular curriculum choice was Pre-Education (42.8%), followed by Liberal Arts and Sciences (16.7%), Pre-Nursing (11.9%), and Business (9.5%).

10. Of the 20 women interviewed, 17 gave vocational reasons for

entering junior college, with personal development included in every case. Some were especially concerned about understanding their children better and making them proud. Others emphasized wanting something different and worth while to do. Three mentioned personal development as their primary reason for going to college.

11. Twelve women especially emphasized the warm welcome they received from the younger students, most of them adding that they were surprised and relieved. No one felt unwelcome, but some would have liked a little more social life among other married women. One complained that the honors went to the younger students. However, one of the "older women" was elected president of the Spanish Club, and another won an award for the highest grade point average in her class.

12. More than half the women questioned spoke enthusiastically about their teachers, saying they were stimulating, inspiring, and very willing to help. A few commented that there were one or two exceptions; one thought some were too young; and two mentioned teachers making occasional errors in spelling or grammar.

13. In general, the women were well pleased with the course offerings. They liked some courses better than they expected; they realized they needed even courses they didn't especially want; and they recognized that the classes had to be slanted toward the large majority of younger students. One said that a course was set up after she and some others asked for it. However, nearly half the women expressed the wish that the courses could be better adapted to the older group. Criticisms were varied--too hard, too easy, too superficial, not practical. Higher level courses would be especially welcome.

14. Time to study was mentioned as a serious problem by 8 of the women.

15. Five women said it was hard to bring background and skills up to date, after being out of school. However, 3 commented that college was much more interesting than high school.

16. Three referred to the good counseling they had received; two thought they needed more counseling.

17. Reactions to the college experience as a whole ranged from reasonable satisfaction to lyrical enthusiasm. All were glad they went.

18. It is impressive that 19 of the 20 women interviewed have children and that 9 of them have either 4 or 5 children.

19. Thirteen women received much encouragement from their husbands and children to go to college. Three said their families objected at first, but two of these said everything worked out well and their families then approved.

Degree: none (independent research)

A STUDY OF EIGHTY-NINE GRADUATES OF THE ELGIN HIGH SCHOOL CLASS OF 1963 WHO INDICATED THEY WOULD ENTER ELGIN COMMUNITY COLLEGE

Art Kanies
1968

Statement of the Problem

The purpose of the study was to determine what happened to the 89 members of the Elgin High School graduating class of 1963 who indicated that they would attend Elgin Community College the following fall. More specifically the study attempted to determine:

1. How many students actually entered Elgin Community College.

2. How many semesters did each student who entered stay at Elgin Community College?

3. How many graduated with an Associate of Arts Degree?

4. How many transferred before or after graduation, and to what institution did they transfer?

5. Of what significance was class rank, grade average and ACT scores in high school relative to success in the community college?

Procedural Methods of the Study

The study involved a sample of the 577 students who graduated in the class of 1963 from Elgin High School. An investigation of the Elgin High School guidance records revealed that 89 people had applied to Elgin Community College. These 89 students were then listed by grade average, class rank and ACT scores while in high school. Elgin Community College files were then used to determine:

A. How many of the 89 students actually enrolled at Elgin Community College.
B. How many graduated from Elgin Community College with an Associate of Arts Degree.
C. How many semesters each student attend Elgin Community College.
D. How many transferred before graduation.
E. How many transferred after graduation.
F. The institution they transferred to, as indicated by where their college transcript was sent.
G. How many went on to graduate school.

Summary of Significant Findings

An analysis of the data involved in the study indicates that:

1. Of the 89 students who applied for admission to Elgin Community College, only 68 actually enrolled.

2. Of the 68 students who did enroll:

   A. One dropped out during the first semester.
   B. Three attended one semester only.
   C. Twenty-one attended two semesters.
   D. Eight attended three semesters.
   E. Twenty-seven attended four semesters.
   F. Four attended five semesters.
   G. One attended six semesters.
   H. One attended eight semesters.
   I. One attended the evening division only.
   J. One individuals records were not available for study.

3. Of the 33 students who attended for four or more semesters, twenty-nine were graduated. (24 after four semesters; four after five semesters; one after six semesters.)

4. The individual who attended eight semesters did not graduate.

5. Forty-five students transferred to four year colleges or universities after study at Elgin Community College. (Eleven after two semesters, four after three semesters, twenty-five after four semesters, four after five semesters, one after six semesters.) Twenty-four of these individuals completed a degree program prior to transfer.

6. One student transferred to a private technical school after two semesters.

7. According to Elgin Community College records, seven of the transfer students at the time of the study were enrolled in graduate work at the following institutions: Northern Illinois University (3); University of Illinois (1); University of Wisconsin (1); Vanderbilt (1); University of Chicago (1).

8. Studies of high school class rank indicated the following:

	Entered	Graduated	Transferred	Entered Grad. School
Upper 10%	7	3	4	2
Next 15%	13	7	11	2
2nd Quartile	24	12	14	3
3rd Quartile	20	10	13	0
4th Quartile	4	0	3	0

9. Elgin Community College application blanks show that of the 68 students who enrolled:

A. Fifty-five indicated that they would transfer, and forty-four actually did.
B. Seven indicated that they did not intend to transfer.
C. Five were undecided about transfer.

10. The students who transfered to other institutions from Elgin Community Colleges enrolled in eighteen different institutions, nine in-state and nine out-of-state. The institutions most frequently enrolled in were Northern Illinois University (12), Eastern Illinois University (7), Southern Illinois University (6), Illinois State University (3), and the University of Illinois (3).

11. ACT scores of both transfer and terminal students indicated the following:

	Transfer		Terminal	
	Graduated	Did Not Graduate	Graduated	Did Not Graduate
Mean	22.9	19.5	19.0	19.0
Range	15-30	12-25	18-20	9-29

Degree: None (independent research)

A STUDY OF SELF-CONCEPT OF SELECTED STUDENTS ATTENDING ELGIN COMMUNITY COLLEGE

John Near
1968

Statement of the Problem

The purpose of the study was to ascertain the self-concept or self-estimate of selected students enrolled in Introductory Psychology courses at Elgin Community College during the spring semester 1968. More specifically the study attempted to find out what selected students thought of themselves academically and socially, their parents attitude toward college attendance, and their future educational and vocational plans.

Procedural Development of the Study

1. One-hundred and fifty-six students were asked to fill out a questionnaire relative to their family background, to write a brief essay regarding their parents and other family members, to rate themselves on six items involved in self-concept, and to respond to six ink blots. All students understood that the results would be confidental.

2. The sample of students selected for the study were those students who made no response or little response to the ink blots. The sample numbered 40 or 25.6 per cent of the total group.

Significant Findings of the Study

1. The experimental group tended to be undecided regarding their educational and vocational plans. Only twenty per cent had specific plans, while seventy-seven per cent were undecided.

2. Sixty-five per cent of the experimental group indicated that they enrolled in the junior college because they were unsure of their academic potential. It was implied that they needed a chance to prove themselves academically before they risked attendance at the senior college.

3. All of the students involved in the sample indicated that low educational cost was one factor in their decision to enter the community college.

4. Seventy-five per cent of the students, indicated the opportunity for part-time work was a factor in attending the community college.

5. Fifty-two per cent of the experimental group indicated they received no encouragement from their parents about attending college.

6. Thirty-one, or 77.5 per cent, of the students indicated that both of their parents were working.

7. Two, or five per cent, of the students indicated that they were above average in academic ability, 42.5 per cent thought they were of average academic ability, and 52.5 per cent saw themselves as below average in academic ability.

8. None of the students evaluated themselves as being above average in social self-confidence, 57.5 per cent as average, and 42.5 per cent as below average.

9. Relative to their estimate of their popularity with the opposite sex, 25.5 per cent saw themselves as being above average in popularity, 65 per cent saw themselves as average and 12.5 per cent saw themselves as below average.

10. Thirteen students, or 32.5 per cent, indicated that they were above average in their sensitivity to criticism. Fifty per cent indicated that they were average and 17.5 per cent indicated that they were below average.

11. Five, or 12.5 per cent, of the students thought that their independence level was above that of their peers, 65 per cent thought that it was average, and 22.5 per cent that it was below average.

Degree: None (independent research)

A STUDY OF COMMUNITY COLLEGE SOCIAL STUDIES CURRICULUM IN THE STATES OF IOWA, MICHIGAN AND ILLINOIS

Kenneth H. Sand
1968

Statement of Problem

The purpose of this study is to examine the social studies offerings in order to:

A. Examine the scope and range of social studies offerings in Iowa, Illinois, and Michigan.

B. Determine the offerings in community colleges grouped according to enrollment and to compare the offerings of schools grouped according to enrollment.

C. Compare relevant data concerning the above schools from Iowa, Illinois, and Michigan with the national survey done by Gurnee.

D. Determine any short comings in community college curriculum and make recommendations for further study.

Procedural Methods of the Study

The social studies curriculum offered by forty-four selected community colleges located in Iowa, Illinois, and Michigan was analyzed. Twelve Michigan institutions, twenty-four Illinois institutions and eight Iowa institutions were involved in the sample. The community colleges were classified according to enrollment prior to the analysis of curriculum: Class A - enrollment 1000 & less, Class B - 1001-3000, Class C - 3001 and over.

Significant Findings of the Study

The study data revealed the following information relative to social studies course offerings in the community colleges of Illinois, Michigan and Iowa.

1. In schools with enrollments of from 0 to 1000, Illinois community colleges offered the highest median number of courses in social studies (17). (Mean was 16.6)

2. In schools with enrollments of from 1001 to 3000, Michigan

community colleges offered the highest median number of courses in social studies (19). (Mean was 24.6)

3. In schools with enrollments of over 3000, Illinois community colleges offered the highest median number of courses in social studies (25). (Mean was 26)

4. In schools with enrollments from 1001 to 3000, Iowa community colleges lagged far behind Illinois and Michigan in median number of social studies courses offered (15). (Mean was 15.3)

5. In comparing the average number of social studies courses offered by all schools within each state, Illinois and Michigan community colleges offered a similar numerical range of courses. The range of offerings by Iowa community colleges was considerably less.

6. The median number of courses offered by all 44 schools covered in this study was 17 and average number of semester hours of credit offered was 61.1.

7. The range of courses offered was found to increase significantly as the total enrollment increased.

8. Most (but not all) schools offered an adequate number of basic courses for transfer purposes.

9. There was a tremendous decline in the frequency of courses offered by each community college beyond the total of ten courses.

10. Iowa community colleges, although trailing Illinois and Michigan schools by a significant margin in total number of courses offered, leads Illinois and Michigan by a significant margin in the ten basic courses which community colleges should offer for transfer purposes.

11. The Gurnee study and this study compare favorably in the basic courses offered by community colleges but that there is considerable variance when comparing the courses offered less frequently.

12. Further studies need to be done to determine:

    A. State by state study of community college courses offered by each institution according to course, hours of credit and a state by state study of requirements of each receiving four year institution to determine how much credit is lost by community colleges offering excessive numbers of two hour, four hour, and five hour courses.

    B. The advisability of community colleges offering an excessive number of courses which are considered junior and senior level courses by the receiving institutions and whether or not the four year receiving institutions and whether or not the four year receiving institution will accept the credits for transfer in the major fields.

C. The relationship between catalog offerings and the actual offerings by community colleges. This needs to be done on a state by state basis considering each college. A partial study of this point by this writer indicates an extremely wide variance in purported catalog offerings and actual offerings. One school offered less than 40 per cent of the social studies courses offered in the catalog. The remainder seems to be frosting.

13. This study disagrees with the conclusion of Gurnee that more work needs to be offered in the areas of Latin America, Africa, the Far East, and Russia. These courses were offered primarily for transfer credit and before more offerings are made, a study needs to be done to determine which of these courses would be transferable since most are junior and senior level courses in senior colleges.

Degree: None (independent research)

A STUDY OF SECRETARIAL PROGRAMS OFFERED IN SELECTED JUNIOR-COMMUNITY COLLEGES

J. Lee Dye
1968

Statement of the Problem

The purpose of the study was to determine (1) what secretarial programs were offered, (2) what the specific requirements were for these programs, and (3) what degrees were granted after completion of these programs in selected community (junior) colleges.

Procedural Methods of the Study

Data was obtained by analysis of the current catalogs of twenty-two community colleges randomly selected.

Summary of Significant Findings

1. A variety of programs are offered in the colleges of the study. The most prevalent program was "Secretarial Science". This program was offered in fifteen of the 22 colleges. It was very similar to the "Executive" and "Administrative" programs which were offered in eight of the 22 colleges. All the colleges offered at least one of these three programs. One school offered two of the programs.

2. Three schools offered two curriculums in the "Secretarial Science" program--one for transfer and one that was terminal. In two colleges the hours required for the terminal and the transfer programs were approximately the same; however, in one college the transfer program required 65 1/3 hours as compared to 72 2/3 hours for the terminal program. The total hours required for the "Secretarial Science" programs ranged from 59 to 72 2/3 hours. Typewriting and shorthand were required at all colleges. Machines were required at twelve of the fifteen schools. Ten required a course in business communications or correspondence. General education requirements ranged from eight to thirty-six hours. One college allowed 23 hours of electives. Business administration hours ranged from zero to eighteen.

3. Sixty-two to sixty-eight hours were common in the "Executive" or "Administrative" programs. All colleges required typewriting and shorthand. Four of the eight colleges offering these programs required a course in business correspondence and four required a course in executive or secretarial practice. General education requirements ranged from twelve to 38 hours. One college required eighteen hours in business administration.

4. The second most prevalent program offered was the "Medical", which was offered in ten of the 22 schools. There was a wide variation in the number of hours required in the "Medical" programs--a low of 52 hours to a high of 73 hours. All colleges required typewriting and shorthand. The only other course that was required by more than half of the schools was "Secretarial Office Training and Procedures". General education hours ranged from nine to thirty-two. Six colleges required some specific science such as biology, physiology, or anatomy.

5. "One-Year" programs were outlined in nine catalogs. The hours required for the "One-Year" programs ranged from 30 to 40 semester hours. Typewriting and shorthand were required in every program with either four or six hours required in typewriting and from five to twelve hours required in shorthand. Machines were required in six of the nine programs. A wide range existed in the number of business and general education hours allowed or required.

6. Seven schools offered a "Legal" program. Sixty-two to sixty-five hours were common for the "Legal" programs. Only one school was under the 62 hours, and it required only 52 hours. Typewriting and shorthand were the only courses common to all colleges. The hours in shorthand ranged from six to seventeen. General education requirements ranged from six to thirty-eight. Few electives were allowed at any college.

7. There were several other programs offered by the various junior-community colleges. Two colleges offered each of the following: "Technical", "Engineering", and "Cooperative Office Education in Secretarial Science". Only two offered cooperative programs. Other colleges required or suggested that a vacation or summer be spent on work of the type the students were being trained for. Still others suggested a week or two of experience.

8. Only one college indicated each of the following programs: "Bilingual", "Court and Conference Reporting", "Court Reporting", and "Office Supervision". One college offered two programs in "Office Supervision". Graduates of the "Bilingual" program were assisted in arranging a third year in Paris or Madrid to attain greater linguistic ability.

9. In several junior colleges it was difficult to determine the differences between the various secretarial programs offered. Most of the colleges made an allowance for those who had previous training in typewriting and shorthand.

10. General education hours required ranged from a low of eight to a high of thirty-eight. There was a wide variation in the number of general education hours required for the transfer and terminal programs. General education hours wree higher in the transfer programs.

11. All colleges required some English compositon. Some colleges combined literature or speech with the composition requirement.

12. Four colleges did not require physical education. One college required physical education but did not give credit for it.

13. History or social science was required in a majority of the colleges. Ten of the colleges specified a history course.

14. Speech was another common requirement. Twelve schools required a speech course and an additional two included it with the composition requirement.

15. Ten colleges required some psychology.

16. Ten different degrees were offered in the 22 junior colleges. The most common degree granted was the "Associate in Arts", which was granted by ten schools.

17. The "Associate in Science" degree was the second most common degree granted, and it was granted in six of the colleges.

18. Ten schools offered "One-Year" programs; however, it was not possible to determine whether a certificate would be granted. One school indicated that the one-year program was the first year of a two-year offering.

19. Other degrees offered in the junior-community colleges included: "Associate in Applied Arts", "Associate in Applied Science", "Associate in Commerce", "Associate in Secretarial Science", "College-Division Degree", and "Associate in Business Administration in Secretarial Science".

Degree: None (independent research)

A COMPARISON OF THE STS EDUCATIONAL DEVELOPMENT SERIES WITH ACT SCORES AND CLASS RANKS OF JUNIOR AND SENIOR STUDENTS IN A SENIOR HIGH SCHOOL AND THE IMPLICATIONS FOR ENROLLMENT IN JUNIOR AND SENIOR COLLEGES

Louise Wade
1968

Statement of the Problem

The purpose of the study was: (1) to determine the correlation between the STS Educational Development Series' composite stanine scores and the class rank stanines of junior and senior students in a senior high school, (2) to ascertain the relationship of the EDS stanine scores and the ACT scores of seniors, and (3) to determine the implications for the educational plans of students from the information revealed in the Educational Development Series.

Procedural Methods of the Study

The STS Educational Development Series was administered to the students in two sessions, morning and afternoon for each class. The EDS, a coordinated guidance-testing program, gives a broad view of each student's academic achievement, verbal and non-verbal ability, interests, and school and career plans--showing important interrelationships. The raw scores in non-verbal and verbal ability, reading, English, math, science and social studies were converted first to a battery composite score then this composite score converted into a local stanine score at the junior and senior level. This stanine score indicates the standing of each student as he compares with other students in his class.

The ranks in class were converted into a stanine score for juniors and seniors, the juniors at the conclusion of four semesters and the seniors at the conclusion of six semesters of study at the secondary level. The position on a scale of each student in the class was computed from grades in courses taken exclusive of band, music, driver education, health and physical education.

Most of the ninety-five seniors took the ACT test in May. The ACT is an entrance requirement test for admission to Illinois state universities and junior colleges. The ACT composite score is an average of the educational development tests included in the battery.

Scattergrams were constructed in the following:

1. A comparison between the EDS composite stanine scores and the class rank stanines of 189 juniors.

2. A comparison between the EDS composite stanine scores and the class rank stanines of 183 seniors.

3. A comparison between the EDS composite stanine scores and the ACT composite scores of 95 seniors.

Summary of Significant Findings

An analysis of the data involved in the study indicates that:

1. The coefficient of correlation between the EDS composite stanine scores and the class rank stanines of juniors is .74.

2. The coefficient of correlation between the EDS composite stanine scores and the class rank stanines of seniors is .82.

3. There is a significant relationship between the EDS composite stanine scores and the ACT composite scores of seniors.

4. Information obtained from the EDS indicated that 37 per cent of the juniors planned to enroll in a senior college and eleven per cent in a junior college. The seniors indicated that 31 per cent planned to enroll in a senior college and nineteen per cent in a junior college.

5. The Educational Development Series in conjunction with the ACT score and class rank of each student should be valuable information in the guidance and counseling of students for the following reasons:

   a. To identify students who would meet the admission requirements for a senior college.

   b. To identify students who would not meet the admission requirements for a senior college, but should consider entering a junior college in either a parallel or terminal program.

   c. To identify students who are academically superior students but have no educational aspirations beyond graduation from high school.

   d. To identify students who have career and college plans that are inconsistant with their abilities and interests.

   e. To identify students who are academically bright but lack motivation to achieve.

   f. To help students understand themselves and plan realistically for their continuing education.

Degree: None (independent research)

A STUDY OF TECHNICAL MATHEMATICS REQUIREMENTS FOR PRODUCTION TECHNICIANS

David B. Scott
1968

Statement of the Problem

The purpose of this proposed study was to investigate the present-day technical mathematics curriculum and its relevancy to the on-the-job requirements for production technicians on an entry level, as stated by representatives of local, precision manufacturing companies served by the Illinois Valley Community College.

Procedural Methods of the Study

Personal interviews, with industrial personnel from the various industrial plants cognizant of technical competence requirements, were granted. In the interview, a structured questionnaire (see appendix) was filled out along with note taking regarding relevant comments on the study.

All questionnaires were tabulated and evaluated in terms of comparison of areas currently covered in the technical mathematics curriculum as offered at Illinois Valley Community College with those mathematical skills that were identified by industry as actually being used and required for technical competency. These skills are grouped in categories of response from "Always used" at one end of the scale to "Never used" at the other.

Summary of Significant Findings

1. Under the response: "Always", by industry, the use of the slide rule appears to be in common agreement as being always used by their technicians. In the other two categories under "Always", industries were in agreement that computing ratios and interpreting working, engineering drawings mathematically, using basic geometry, trigonometry, and basic algebra, were always being done by their technicians.

2. Those mathematical skills, determined by 2/3 to 100 per cent of industry interviewed, to be used by the technician "Frequently" appear to cluster around study calculations, using handbooks and numographs.

3. Approximately 2/3 of those industries responding agreed that those mathematical skills used "Some" by technicians are clustered around solving equations and formulas, calculating cutting feeds and speeds, gearing, evaluating and interpreting materials and reports.

4. For the final category of skills used "Little" approximately 2/3 of responses indicated the following cluster: Stress analysis statistical formulae, layout of jigs, tools, calculating savings, calculating screws and threads, calculations using Binomial Theorem and graphical calculus. In this area, approximately thirteen class hours are currently scheduled.

Paradoxically, mathematical skills "Never" used were: calculations using calculus by technicians. It is paradoxical because the demand by industry for these skills by the technician are there, and yet, the technician has not displayed these skills either through lack of training or lack of sufficient skill in this area, even though some have had a minimal training in this area. With this in mind, it is proposed to continue to offer a total of 45 class hours in applied calculations using calculus, assuming that the future supply of technicians will then be upgraded to the skill levels desired in this area.

Degree: None (independent research)

A STUDY OF ACADEMIC ACHIEVEMENT OF COLLEGE-PARALLEL AND NURSING STUDENTS AT ELGIN COMMUNITY COLLEGE

Margaret Gabler
1968

Statement of the Problem

The objective of this study was to determine whether nursing students achieve higher academically than the college-parallel students who carry a comparable course of study in the first year. If nurses achieve higher academically, a comparison of the academic background of the students should be made to determine whether they began their course of study with greater academic ability. Since there was no instrument to measure motivation accurately, the study did not attempt to compare motivation as such. However, some factors such as age, sex, marital status, and educational background were compared in the two groups.

Procedural Methods of the Study

The total number of students included in this study was seventy-six. Thirty-eight of these were college-parallel students and thirty-eight were nursing students. All of them were enrolled in physiology or micro-biology courses during the year.

The students who were selected as the college-parallel group were those who enrolled in either physiology or micro-biology along with their other liberal arts courses. Sixty-seven non-nursing students enrolled in the physiology course and forty non-nursing students enrolled in the micro-biology course in September 1967. Of these one hundred and seven students, thirty-eight continued in the college in the second year beginning September 1968.

The group of nursing students selected for the study had completed their first year and were presently enrolled in second year courses. In September 1967, fifty-five students were enrolled in the first semester of the Nursing Program. Thirty-eight of these students continued in the Nursing Program for the second year beginning September 1968.

Summary of Significant Findings

This study revealed a number of interesting findings which might be pursued in developing a more significant research project. An analysis of the data involved in this study shows that:

1. Of the one-hundred and sixty two students who enrolled in the college-parallel or nursing programs and who took physiology or microbiology during the first year, only seventy-six remained in these programs for the second year.

2. Thirty-eight students remained in each of the programs.

3. The attrition for the entire group was fifty-nine percent (59).

4. The attrition was significantly greater for the college-parallel group than for the nursing group.

5. There were significantly more women enrolled in nursing and significantly more men enrolled in the college-parallel science group.

6. There were significantly more married and older students in the nursing group.

7. Almost half of the nursing students entered the community college program with previous college transfer credit, while very few of the college-parallel students had previous college credit before enrollment at the community college.

8. One fourth of the nursing students entered the program with twenty or more semester hours credit.

9. Only one nursing student planned to complete the two year program in a longer period of time, while five college-parallel students planned to take longer than two years before transferring to the senior college.

10. The composite ACT score averages were about the same for both groups.

11. Most of the nursing students ranked in the upper quartile of their high school class while only a fourth of the college-parallel group ranked in the upper quartile of the high school class.

12. There was a fairly even distribution of students in each quartile of the high school ranked in the upper half of the high school class.

13. One student entered with a general education diploma. That was a nursing student.

14. In most of the college courses, the nursing students showed a fairly good normal curve in their grades, whereas the college-parallel students tended to show a low curve in their grades.

15. The median score for the nursing group was B in four out of six courses and the median score for the college-parallel group was C in all six courses surveyed.

16. There were significantly more A grades in the nursing group in all courses than in the college-parallel group.

17. None of the nurses failed in any of the college transfer courses.

Conclusions

The nursing students achieved higher academically than the college-parallel students in comparable courses of study. However, many of the nursing students also have greater advantages than the college-parallel students. Some of these advantages are: (1). Maturity, (2). a stronger educational background as signified by the higher high school rank, (3). post high school education before entering the nursing program, (4). the objective of a specific occupational goal, (5). since many had credits to transfer into the program, their schedule would not need to be as heavy as the college-parallel student and more time could be devoted to study or work, (6). the nursing and liberal arts courses are deliberatley planned to be intergrated, (7). the sciences are supportive courses for the nursing courses, (8). and consequently the English, social sciences, and biological sciences are consistently reinforced in the nursing courses.

Degree: None (Independent Research)

ESTABLISHING A BASIS FOR PLACEMENT IN DEVELOPMENTAL PROGRAMS

Douglas Graham
1968

Introduction and Focus of Study

This study of 100 first semester junior college freshmen illustrates the need for developmental programs, and possible bases for placement and retention in a realistic curriculum.

The randomly selected group exhibited many of the characteristics common to junior college students. The range of abilities and performances (as determined by a study of their personnel folders) was extreme; varying from below the first percentile to above the 99th percentile in all areas under investigation. Central tendencies of the group are illustrated by the following means:

1.	Rank in high school graduating class	51.15 %
2.	Total Reading (Co-op English test)	30-52 %ile band
3.	Total English (Co-op English test)	26-39 %ile band
4.	Quantitative Thinking	59.87 %ile
5.	Grade point average for first semester	2.07 (4 point scale)

The need for developmental programs is illustrated by the fact that 26 per cent of these students failed to attain a first semester GPA of 1.6 and were placed on probation. Though probationary status can be of value in raising a low GPA through limitation of load, it too often merely affords the opportunity to pursue the same type of program that has already led to failure. Furthermore, re-admittance under the open door policy after failure to clear probation can easily become a ticket to a "merry-go-round" of repeated failure; and experience of little or no value to the student.

Assuming that the potential probationary students are those who are most likely to benefit from developmental programs, predictive formulas based on information from the college testing program and high school records were computed which, when used in conjunction with the error of the estimate, determined the probability of success for incoming students. It was found that the best predictors were rank in high school graduating class and total English percentile bands as determined by the Co-op English test battery. (The coefficient of correlation between high school rank and first semester GPA was .551; between total English and GPA was .505 and the coefficient of multiple correlation between rank, total English and GPA was .609.)

If the predictive formula combined with the standard error of the estimate (.602 of a grade point) were to be used to establish cut off points for placement in developmental programs the following probabilities of successful placement would be seen: (Successful placement indicates the per cent of people at a given cut off point who would probably have not been able to attain a 1.6 GPA had they taken a regular academic program and would thus stand to benefit most from a developmental program.)

Cut off point	Percent of successful placement
Estimated 1.6 GPA	50
Estimated 1.5 GPA	55
Estimated 1.4 GPA	63
Estimated 1.3 GPA	70

Though the above computations would be helpful in the process of placement in developmental programs it could be assumed that not all students who fall below the established cut off point should take a program consisting entirely of developmental courses. The guidance personnel of the college would be expected to treat each case individually and use their best judgment as to the nature of the final program. Further help in determining whether or not a student slated for developmental work could succeed in a given course of study can be obtained by an extension of a preliminary study done by the writer in the biological and earth sciences. In this study predictive formulas were made on an individual class basis and the following tentative conclusions were drawn:

1. In spite of teacher and course differences, correlations of testing program scores and high school ranks with grades in classes are similar for a given discipline.

2. There is a marked difference in correlations between the disciplines.

3. It is quite possible that a person who scores in the developmental program range could perform satisfactorily in certain areas of the regular academic program and furthermore it is possible to predict the probability of success in that area.

One other use of the predictive formulas is in helping to evaluate the progress of an individual. If "overachievers" were to be arbitrarily defined as those who performed above the predicted GPA and "underachievers" were those who performed below the predicted GPA, it would be possible to look at the earned scores of individual students in a different light. For instance: The odds against a person who has a 1.0 predicted GPA actually earning a GPA of 1.6 is roughly four to one. The same odds exist for a person having a predicted GPA of 2.2 actually earning a GPA of 1.6. Though both students earned the same GPA it is obvious that the student who "overachieved" has made a more satisfactory adjustment to the college than the student who underachieved.

Summary

This results study indicates that:

1. Predictive formulas based on high school records and the college testing program can be effectively used in placing students in developmental programs.

2. Predictive formulas similar to the above can be used to help guide students of lower abilities in the selection of academic courses which could be taken with a reasonable chance of success even if pursued in conjunction with developmental courses.

3. The relationship between predicted GPA and earned GPA can be used as an index of "overachievement" or "underachievement". This index could be used by the counselor in his attempt to help the student assess his progress in a given program.

Degree: None (Independent Research)

REQUIREMENTS FOR ADMISSION TO ILLINOIS JUNIOR COLLEGES

Patsy Smith
1968

Statement of the Problem

It was the purpose of this study (1) to show the different methods which would grant a student the privilege of pursuing advance educational training, and (2) to conduct a study of the admission requirements in the State of Illinois.

Procedural Method of the Study

The different methods for obtaining admission to a college were explored by utilizing books, periodicals, state codes, etc. For studying the admission policies of colleges, all available catalogues were read and requirements were tabulated. The tabulated list was compared with the American Junior College Directory, 1967. If specific items were listed in the Directory as being required, they were added to the tabulated list to provide a more realistic picture. Of the fifty-three institutions involved in the study, twenty-six percent were private junior colleges and the remainder were public community (junior) colleges.

Summary of Significant Findings

An analysis of the data involved in the study indicates that:

1. Related to the fifty-three junior colleges studied in this sample, thirty-three gave clear statements of policy regarding the open-door concept. While several junior colleges modified the open door policy, two stated that the student must rank in the upper two-thirds of his high school graduating class. One college stated that the student must rank in the upper seven-tenths of his graduating class and another stated that a student must rank in the upper three-fourths of the graduating class. Still others utilized admission committees to determine who would be admitted and who would not be admitted. One junior college's data showed that the students were screened by a screening committee and that the committee only considered the student who ranked in the upper three-fifths of his graduating high school class. Seventeen junior colleges did not have a statement regarding the open--door policy.

2. Forty-nine junior colleges required a high school diploma. Five of the forty-nine had various modifications of this requirement. Some stated that a student may possess a high school diploma or a

certificate. One college stated that admission is possible by examination. Another indicated that the applicant must possess a high school diploma and rank in the upper three-fifths of his graduating class. Three junior colleges did not have a clear statement of this policy.

3. Upon analyzing this data, there were forty-seven junior colleges which have policy statements regarding the filing of an application form. Six colleges of the forty-seven had various modifications--one college required proof of residence and a photograph, one required a photograph, three colleges stated that there is no closing date for the filing of application forms, and one college stated that prospective students are advised to acquire proficiency in typewriting before entrance. The remaining six colleges gave no information regarding the application form.

4. Twenty-eight junior colleges require fees ranging from five dollars to twenty-five dollars. Only one of the twenty-eight stated that this fee would apply to tuition and basic fees upon entrance. Eighteen colleges required no fee deposit and seven colleges did not have a statement regarding a fee requirement.

5. A total of forty of the fifty-three junior colleges required the ACT test. Sixteen of the forty used the results for placement and counseling purposes. Two colleges would accept the ACT results in lieu of the SAT or SCAT tests. Eleven junior colleges did not have a policy statement concerning the ACT testing requirements.

6. Twenty-four of the fifty-three junior colleges required the General Education Development (GED) test when they were considering special students or students without a diploma. One junior college stated that adults without a high school diploma may use this test as an entrance passport. Twenty-nine did not require the GED test.

7. From the fifty-three junior colleges studied, ten use one or more of the above tests for a variety of reasons, usually for placement and counseling purposes. Forty-two did not require any tests except the ACT and/or GED. One college stated that a student wishing to enroll in a mathematics course must take the mathematics placement test.

8. A health certificate was required by forty junior colleges. One of the forty colleges which required a health certificate also required a shysician's report and X-ray. Thirteen of the colleges did not have a specific statement regarding the health certificate.

9. Twenty-four of the fifty-three junior colleges showed a special student age range between seventeen to twenty-one. One of the preceding colleges stated the student must pass an entrance examination. Twenty-nine colleges did not have an age requirement or limit, or no data was available.

10. Approximately one-fifth of the junior colleges required recommendations--eleven of the fifty-three. Two colleges required character references and two stipulated pastor's reference is required. Forty-two colleges did not require any form of recommendation.

11. A total of thirty-one of the fifty-three junior colleges stated that they would admit transfer students, while twenty-two of these did not have a specific statement concerning the transfer student.

12. Twenty-six of the fifty-three colleges studied admitted out-of-state students. Twenty-four did not have a specific statement of policy concerning this point. There were three junior colleges that clearly stated that out-of-state students are not encouraged to apply for admission.

13. From analyzing the data of the fifty-three junior colleges, thirty-four had precise statements of policies for admitting special students. Several modifications were noted though. Two colleges stated that the special student must take an English and a mathematics test: one college required the ACT of all full-time students; and one stated that if secondary school scholastic record is below average, applicant may be accepted on provisional basis or recommended for the College Bound Development Program. Another college stated that special students are admitted but are placed on probation by the admission committee for one semester. Still another college stated that it will admit a special student if it is clear that he will profit from instruction. Nineteen of the fifty-three junior colleges did not have a policy statement regarding special students.

14. Only eight of the fifty-three junior colleges required personal interviews with the prospective students while forty-five showed no data concerning this point.

15. Sixteen junior colleges had specific subject requirements which each prospective student must meet prior to admission. There was a great deal of variability with reference to the subject requirements. Six colleges required a full sixteen high school units, two colleges required fifteen high school units, two colleges required three units of English, three colleges required four units of English, two to four units of foreign language, one unit of algebra, one unit of plane geometry, two units of social studies, and one unit of laboratory science. One college required various units for specific curricular and one college required four units of English, two units of foreign language, one unit of mathematics, one unit of science, and two units of social studies. Thirty-seven colleges did not have a policy statement regarding subject requirements.

16. A total of eleven of the fifty-three junior colleges required the submission of a Scholastic record for admission. Forty-two did not show a policy statement concerning this point.

Degree: None (Independent Research)

SURVEY OF PRE-PROFESSIONAL BUSINESS CURRICULUM IN THE PUBLIC JUNIOR COLLEGES OF ILLINOIS

Kent H. Claussen
1968

Statement of the Problem

The purpose of this study was to survey the content of the pre-professional business curriculum in the public junior colleges of Illinois. It was also the purpose (1) to survey the types of pre-business curriculums offered and (2) to survey the types of business courses required or recommended for junior college pre-business curriculums.

Procedural Methods of the Study

The procedure of this study involved the use of catalogs of the Public junior colleges in Illinois as found in the Northern Illinois University library. It was found that every public junior college set forth a prescribed curriculum in business. Therefore, it was assumed that the catalogs were a reliable source of data and that the courses outlined in the catalogs were of sufficient demand to warrant their being offered.

Summary of Significant Findings

An analysis of the data involved in the study indicates that:

1. General business (including economics) and accounting courses were the most frequently required or recommended for a pre-business curriculum.
2. Pre-professional business curriculums emphasized general education and restricted the student in the number and types of business courses.
3. The more specialized the courses in business, such as finance, management, and marketing, were seldom offered.
4. Size of the enrollment does not appear to be a deciding factor as to the number or types of business courses offered by a junior college.
5. In general, the public junior colleges of Illinois are providing adequate instruction in business for the transfer student.

Degree: None (Independent Research)

A STUDY OF CHANGES IN GRADE POINT AVERAGES OF JUNIOR COLLEGE STUDENTS

Douglas Graham
1968

Statement of the Problem

This study was concerned with the loss of grade point average experienced by Joliet Junior College transfer students at the completion of their first semester at NIU.

Procedural Method of the Study

The study was limited to those students who completed fifteen or more semester hours at Joliet Junior College; entered NIU in the fall of 1966 and were still in attendance at NIU in January of 1967. Seventy-three students met the criteria.

In order to provide a more "in depth" study, the students were subdivided into five categories, namely:

1. All students who transferred.

2. All students who graduated from Joliet Junior College before transfer.

3. Graduates having grade point average above the mean of all students.

4. Graduates having grade point average below the mean GPA of all students.

5. Non-graduates

Each of the above categories of students was then analyzed in terms of mean GPA at Joliet Junior College and NIU, standard deviation of GPA's earned at JJC and NIU, correlation between GPA at JJC and NIU, and difference between mean GPA earned at JJC and NIU.

Results of the Study

The results of the study are listed in the table below:

Comparison of Grade Points Earned
at Joliet Junior College
and NIU

	N	M_x	M_y	σ_x	σ_y	r	Sign	$M_x - M_y$
ALL STUDENTS	73	2.793	2.470	.433	.583	.59	.01	.323
ALL GRADUATES	50	2.753	2.504	.470	.612	.62	.01	.249
GRADUATES ABOVE MEAN	22	3.166	2.822	.277	.523	.77	.01	.344
GRADUATES BELOW MEAN	28	2.439	2.253	.207	.562	.21	none	.186
NON-GRADUATES	23	2.868	2.397	.446	.501	.59	.01	.471

Key

N= Number of students

M_x= Mean Grade Point at Junior College

M_y= Mean Grade Point at NIU

x= Standard Deviation of JC grade points

y= Standard Deviation of NIU grade points

r= Coefficient of correlation

Sign= Level of significance

M_x-M_y= The loss of grade point after one semester at NIU

Conclusions and Speculations

1. As 69 per cent of the students studied were graduates of the junior college it seems reasonable to assume that there is a trend for students in this institution to complete a program which leads to graduation before transferring to NIU.

2. It is falacious to consider a "C" to be the average college grade at this level as the mean of all groups was above a 2.0 (on a four point scale) at both the junior and senior college level. (Another study by this writer shows that the mean GPA for first semester freshmen in JJC is 2.07.)

3. The standard deviation of GPA is greater in all categories of students at NIU indicating a greater degree of discrimination or differ-

entation at the senior college level.

4. The loss of GPA for all Joliet Junior College students (.323) is close to the average loss for junior college students (.3) as reported by Dorothy Knoell.

5. The GPA of students who graduated from JJC did not drop as much as those of the students who did not graduate; perhaps substantiating the contention that the establishment of goals is an important factor in the learning process.

6. GPA for graduates above the mean for all students suffered a larger drop than that of graduates below the mean. This larger drop coupled with the high r (.77) indicates that:

a. These students are more consistant in their performance in spite of the larger drop in GPA.

b. The junior college imports a "halo effect" upon its more able students, wherein their is a tendency to award "A" to many students who would have received B in the university for the same level of work. This "halo effect" is not seen as much in the lower ability graduate where the drop was only .186 of a grade point.

7. The low r (.21) for the lower performance graduates would indicate that their is little similarity between the junior college and the university in the ranking of their students. A closer look at these individuals revealed that only four of the 18 students had a change of grade point that was less than the average loss, and that 35.7 per cent of them raised their GPA by an average of .460 GP. (An interview with one of these students showed that entrance into the major field of interest and the fact that the student no longer worked part time contributed largely to increased GPA.) Insight into the large loss of GPA experienced by the graduate group can be illustrated by the case study of one of those students who in junior college had changed his major and his advisor three times, enrolled late one semester and because many sections were filled, took courses which did not apply to his field. He failed to complete a sequence of courses (math) which meant he had to audit courses at NIU and did not decide on a four year institution until shortly before enrolling. At the time of the interview the student had dropped one full GP and was on probation at NIU.

The attrition rate for this group of transfer students was thirteen per cent. It should not be assumed that all of these students terminated their education at this point as the registrar's office indicated that transcripts were being sent to other universities. Undoubtedly a follow up study would reveal that many of these students did continue their education.

Degree: None (independent research)

A DESCRIPTIVE STUDY OF STUDENTS ENTERING THE COLLEGE OF DUPAGE, ILLINOIS, IN SEPTEMBER, 1968

Dorothy Morgan
1968

Statement of the Problem

The purpose of this study was to determine what kind of students attend a community college, and specifically what kind of students plan to attend the College of DuPage, a comprehensive community college serving a largely suburban area near Chicago. The student characteristics examined were age, sex, high school attended, class rank, scores for the American College Test, proposed major, proposed vocation, and previous work experience. This information was organized into a local profile for comparison with nationwide data.

Procedural Method of the Study

1. Using the personnel folders of incoming students, the 115 folders were randomly chosen from the 1513 on file as of July 26, 1968.

2. The data was tallied, organized, and compared with national norms from the American College Testing program and with previous data from the College of DuPage.

3. Some tentative conclusions were drawn from the figures collected, recognizing that because not all folders were complete, the conclusions may not really describe the whole population entering the college for the fall, 1968 semester.

Summary of Significant Findings

1. The sample data showed the entering class with 75 per cent male to 25 per cent female compared to 65 per cent to 35 per cent for 1967-68.

2. The age range was from 17 to 40 with one per cent at 17, 72 per cent at 18, 17 per cent at 19, five per cent at 20-21, four per cent at 22-26, and one per cent over 26. (The sample contained few applications from older students. Observations of last year's registration showed that this group will not apply in advance but will fill out their applications on a registration night open to the general public.)

3. The educational background of the sample was thirteen per cent

with some college training, 85 per cent with a high school diploma, and two per cent, non-graduates.

4. The sample showed 31 different high schools listed by applicants with 94 per cent from in-district schools and nine per cent from out-of-district schools. The in-district schools are evenly represented except for Lyons Township High School, which had 17 per cent of this sample. This preponderance can be explained by the fact that it was the home of Lyons Township Junior College from 1929 until 1967 and a strong attachment to the community college idea exists in that geographical area.

5. The class rank of high school graduates was as follows: the fifteen college transfers were in the upper half of their high school class; ten were in good standing at college; five were in scholastic difficulties. The recent graduates showed six per cent in the upper quartile in high school, 19 per cent in the second quartile, 45 per cent in the third quartile, and 30 per cent in the last quartile.

6. Since fewer than fifty per cent of the folders had a grade-point average computed, this factor was omitted.

7. Mean scores for the American College Test showed the sample above the mean for junior colleges nationwide, near the mean for all colleges nationwide, and below the mean for the Lyons Township Junior College, which annexed to the College of DuPage in July, 1967.

8. A comparison of business majors as a group and undecided students as a group to the over-all sample showed these results: the business group were slightly lower; the undecideds about the same. The large number scoring below the 15th percentile for all groups indicates the need for special help for about 20 per cent of the sample.

9. About 51 per cent of the students had previous work experience at a variety of jobs but the bulk, or 86 per cent, had worked either in sales or service jobs.

10. In listing intended majors or educational plans, the students named 17 areas, four of them technical. The business major increased from 18 per cent in 1967-68 to 30 per cent in this sample. The sample does not agree with previous studies that show 27 per cent of junior college students as still undecided even when they transfer to senior colleges. It is also low in the number naming teaching - three per cent to 17 per cent nationally. Areas named were liberal arts, 18 per cent; science or mathematics, ten per cent; physical education, six per cent; fine arts, three per cent; engineering, three per cent; teaching, three per cent; electronic, three per cent; food and lodging education, three per cent; drafting, three per cent; social work, music, home economics, graphic arts, forestry, predentistry - each one per cent.

Degree: None (independent research)

A STUDY OF FACULTY DEMANDS AND FACULTY PARTICIPATION IN ILLINOIS COMMUNITY COLLEGES

Mary Joan Bevelacqua
1969

Statement of the Problem

The purpose of this study is to establish what community college faculty members are demanding from colleges and whether community college faculty members have available to them a means of achieving what they want. Utilizing information from community college publications and literature relating to the community college, the specific questions to be answered in this study are:

1. What are community college faculty members demanding from community colleges across the country?
2. Do structures presently exist within community colleges in Illinois for faculty members to achieve what they desire?

Procedural Method of the Study

1. Current publications relating to community colleges were read in an attempt to establish the exact nature of the demands faculty members are making on community college administrators.

2. Catalogues and institutional publications from twenty community colleges operating in Illinois in September 1968 were used to determine if the schools had provisions for satisfying faculty demands.

3. A list of the most frequently stated demands of faculty members was made from those found in the related literature.

4. The demands found in step three were summarized into one broad statement.

5. The statement formed in step four served as a guide to the kind of provisions the community colleges must have to satisfy faculty demands.

6. School catalogues, faculty handbook, and other printed matters were searched to establish whether such provisions existed at each school.

7. The results of step six were tabulated and expressed in two categories according to the presense or lack of such provisions.

8. Utilization of percentages was avoided because of the relatively small number of schools involved in the study.

Rationale for Data Evaluation:

1. It was assumed that current publications relating to the community college would contain relatively accurate reports on the problem of faculty unrest.

2. It was assumed that the existance of most college provisions relating to faculty could be ascertained from examination of institutional printed matter made available to faculty members.

Summary of Significant Findings

An analysis of statements in current professional publications and in Illinois community college documents indicates that:

1. Community college faculty members are aware that not only a new institution is being defined, but a new role for teachers is being defined in the development of community colleges.

2. The faculty members are demanding a responsible voice in matters that have traditionally been of concern to faculty members of colleges and universities.

3. The faculty members want primary responsibility for educational programs and student development and a voice in all policy and decision making that effects them as professionals.

4. The American Association for Higher Education in a study of faculty participation in academic governance, points out that

> "...Many Junior College faculty members are no longer satisfied with the passive role of teacher in a highly centralized structure where control over educational policies and the conditions of employment is lodged in the hands of the board and the head of the institution. Instead, they now seek the college professor's traditional academic status and rights of participation."

5. Community college faculty members claim these demands gain no response from unimaginative, inflexible, tradition-bound administrators.

6. Junior colleges across the country are in ferment over the nature and extent of faculty participation in college policy making and decision making.

7. At many institutions conscious efforts have been made to establish academic senates and organizations where faculty can participate in college governance.

8. Most community colleges have a faculty representing group in which faculty can participate in academic governance.

9. Most community colleges have faculty committees or advisory groups functioning in institutional decision making and policy formation.

10. The existing means for faculty, administration co-operation and shared authority in matters of academic governance are not achieving what they were designed to do.

11. Only one school specified provisions for faculty participation in institutional developments in the institutional catalogue.

12. Seventeen of the schools had faculty handbooks and other published materials for faculty that specified staff institutional respon-

sibilities.

13. Seventeen of the faculty handbooks or related publications specified faculty committees or advisory groups to function in institutional decision making and policy formation.

14. Fifteen of the faculty handbooks and related publications specified faculty organizations representing the faculty in institutional decision making and policy formation.

Degree None (Independent Research)

A SURVEY OF THE DIFFERENCES OF UNDER-AND-OVERACHIEVING STUDENTS AT KISHWAUKEE COMMUNITY COLLEGE

David Michael Hillmer
1969

I. STATEMENT OF THE PROBLEM

The purpose of this study was to determine the differences of under-and overachieving students in full time attendance at Kishwaukee Community College, namely in: (1) honors or rewards received prior to Kishwaukee attendance; (2) parent occupation; (3) hobbies or interests; (4) sex; (5) community college curriculum program; (6) high school achievement (G.P.A.); and (7) expectation of achievement after Kishwaukee attendance.

In addition, the study will determine the following relationships:

1. The extent to which under-and-overachievers at Kishwaukee Community College received honors or rewards before Kishwaukee attendance.
2. The extent to which under-and-overachievers at Kishwaukee Community College had hobbies or interests.
3. The extent to which under-and-overachievers at Kishwaukee Community College had parents in skilled and unskilled occupations.
4. The extent to which under-and-overachievers at Kishwaukee Community College had sex differences.
5. The extent to which under-and-overachievers at Kishwaukee Community College had diverse community college curriculum programs.
6. The extent to which under-and-overachievers at Kishwaukee Community College had higher achievement (G.P.A.) than they had in high school.
7. The extent to which under-and-overachievers at Kishwaukee Community College expected higher achievement in their future than in their past.

II. PROCEDURAL METHOD OF STUDY

The application for admission to Kishwaukee College was given to each student involved in the study at the time of his request for admission to Kishwaukee College. The other form used in this study was the Edwards Personal Preference Schedule which was given to each student at the time of his counseling session at Kishwaukee College.

The study sample was limited to under-and-overachieving full-time students (twelve semester hour load minimum), between the ages of 19 - 23 years old, enrolled at Kishwaukee Community College. These full-time students were high school graduates and had completed at least one full semester of college work at Kishwaukee.

In order to determine under-and-overachievers in this study, all full-time students at Kishwaukee Community College were given the _College Qualification Test_ and low-grade average was used as the criteria for students to be classified as underachievers. A low score on the _College Qualification Test_ and high-grade average was the criteria used to identify for students to be classified as overachievers.

This study used two separate cut-off points based on the criteria mentioned above to determine underachievers. If students had a score of 119 or above (75th percentile) on the _College Qualification Test_, then a G.P.A. of 2.00 (on a 4.00 system) or less was used to classify the students as underachievers. If students had scores of 103 or above (56th percentile), then a G.P.A. of 1.70 or less was used to classify the students as underachievers.

III. SUMMARY OF SIGNIFICANT FINDINGS

1. Twenty-three of the forty-two designated underachievers

responded to have received some type of reward or honor prior to community college attendance. (Class officer-1, National Honor Society-1, Music-2, Sports-8, Future Homemakers of America-2, Drama-2, Chorus-6, and Future Teachers of America-1).

2. Seventeen of the twenty-one designated overachievers responded to have received some type of reward or honor (Student Council-1, Music-3, Sports-6, Drama-1, Future Homemakers of America-1, Chorus-3, Future Farmers of America-1, and Clerical Award-1).
3. Forty of the forty-two designated underachievers responded to have interests of hobbies (Sports, Music, Photography, Automobiles, and Flying).
4. Nineteen of the twenty-one designated overachievers responded to have interests or hobbies (Sports, Music, Art, and Farming).
5. Underachievers tended to be much more interested in cars as a hobby than were overachievers.
6. Fifteen of the forty-two students designated as underachievers indicated that their fathers were employed in skilled occupations. Nearly two-thirds of the fathers were involved in unskilled occupations.
7. Six of the twenty-one students designated as overachievers responded to have fathers in skilled occupations. Over two-thirds of the fathers were involved in unskilled occupations.
8. Four of the forty-two designated underachievers responded

to be female.

9. Nearly half (10) of the twenty-one designated over-achievers responded to be female.
10. Thirty-seven of the forty-two designated underachievers responded that they were in the college parallel program at Kishwaukee.
11. Nine of the twenty-one designated as overachievers responded that they were in the college parallel program at Kishwaukee, while four responded to be in occupational or terminal programs and eight were undecided.
12. Twenty-five of the forty-two designated underachievers had high school over-all grade point averages of less than 2.00 (on a 4.00 scale). Of these twenty-five underachievers, only ten had improved upon their high school grade point average but not sufficiently enough to be above a 2.00 after at least one full-time completed semester at Kishwaukee.
13. Of the twenty-one designated overachievers, fifteen had high school over-all grade point averages of 2.00 or more. The remaining six designated overachievers were very near the 2.00 grade mark. At Kishwaukee College seven of the twenty-one designated overachievers had grade point averages of more than 2.50 (on a 4.00 scale).
14. Three of the thirty-eight males designated as underachievers indicated that they had a strong need to achieve (74th percentile or above on the _Edwards Personal Preference Schedule_), while one of the four females designated underachievers felt

a strong need to achieve.

15. Seventeen of the twenty-one designated overachievers responded that they had a strong need to achieve (74th percentile). Of the seventeen students who felt the need to achieve, nine were males.

Degree: None (independent research)

A STUDY OF THE BEGINNING ACCOUNTING STUDENT AT SAUK VALLEY COLLEGE

Ron Hartje
1969

Statement of the Problem

The purpose of this study was to make an attempt at determining what the accounting students at Sauk Valley College are really like. Specifically, the study attempted:

1. to develop a profile of the beginning accounting student
2. to determine the significance of the dropout rate in beginning accounting.
3. to develop an insight as to the caliber of student that is enrolled at Sauk Valley College so that a curriculum in the accounting area is really student oriented.

Procedural Development

The following methods of procedure were used in the development of the study:

1. An investigation of the student's records was undertaken to find out his high school class rank, whether or not he had taken high school bookkeeping, and what marks he had achieved on the A.C.T. program.

2. Students who received a grade below the satisfactory level (C) were interviewed either personally or by telephone to determine reasons as to why they felt their grade was unsatisfactory.

3. Students who dropped the course were also interviewed to determine their reasons for dropping the course.

Significant Findings of the Study

One hundred twenty seven students were enrolled in Business 101 (accounting--first semester) during the Fall term of the 1968-69 school year. The grade distribution of these students follows:

Grade	Frequency	Per Cent
A	18	14.2
B	31	24.4
C	24	18.9
D	24	18.9
F	11	8.6
W	17	13.4
Audit	2	1.6
	127	100.0

An analysis of the data involved in the study indicates the following additional information:

1. Thirty eight per cent had taken bookkeeping in high school.

2. Only thirty six of the seventy three students (50 per cent) who received a satisfactory grade in the course had taken a high school bookkeeping course.

3. Only three persons of the seventeen who dropped the course had taken a high school bookkeeping course.

4. Forty five per cent of the student sample were graduated in the upper half of their high school class, fifty five per cent were graduated in the lower half. Twenty three per cent were graduated in the upper quartile, while twenty seven per cent were in the lower quartile.

5. The average score on the mathematics portion of the A.C.T. program of the student sample was 19.1

6. The average composite A.C.T. score was 19.0 for the accounting students while the school average is 18.4 for all students. The 18.4 average composite A.C.T. score placed our entire student sample at

Sauk Valley at the fiftieth percentile in comparison with national norms.

7. Of the seventy three students who successfully completed the course, the average A.C.T. mathematics score was 20.1 while the average score of those students who did not receive a satisfactory grade was 18.5

8. The drop out rate of 13.4 per cent was not considered high in relation to the school's over all dropout rate.

9. Thirty two students, 25.1 per cent of the students who took beginning accounting received a satisfactory grade were graduated in the lower half of their high school graduating class or had lower than average A.C.T. scores.

10. Fifteen students among the forty nine who received A's or B's in the course were adult students who had lower than average composite A.C.T. scores.

11. Of the students who received an unsatisfactory grade or dropped the course the following reasons were given as their opinion as to the reasons for not earning a satisfactory grade:

Too much homework couldn't keep up	16
Poor grades on tests	13
working too many hours on my job	12
Not interested in course content	7
Attendance was poor	4

Conclusions and Recommendations

The following conclusions were arrived at as a result of the study:

1. It appears that the beginning accounting student is representative of the Sauk Valley student sample when using the A.C.T. scores as indicators.

Despite the extremely heterogeneous nature of the sample of accounting students, he appears usually to come from the lower half of his high school graduating class.

2. The use of A.C.T. scores and high school class rank as predictors of success seems to leave a lot to be desired. This is true in particular of the adult student who appears to be more highly motivated. Many students who had less than average A.C.T. scores and who came from the lower half of their high school graduating class did quite well in the beginning accounting course.

3. There seems to be very little correlation as to a students success in accounting and whether or not he has had high school bookkeeping. It appears that it is helpful but certainly not a requisite to success in beginning accounting. When counseling a student in determining his abilities to succeed in beginning accounting, other factors besides his having had high school bookkeeping should be considered.

4. The findings of the study seem to indicate that motivation and willingness to do the demanding amount of homework involved in beginning accounting are much more significant factors than class rank, whether or not the student has had bookkeeping, or what his composite A.C.T. scores were.

Degree None (Independent Research)

A STUDY OF THE CHARACTERISTICS OF THE STUDENTS ATTENDING SAUK VALLEY COLLEGE

Ron Hartje
1969

Statement of the Problem

The purpose of this study was to develop a profile of the students attending Sauk Valley College in order to become more knowledgeable as to the type of students with which we work.

The study was concerned with seven areas of student characteristics:

1. Where did the students come from?
2. What type of home environment did the student have?
3. What measure of success did the student have during his high school career?
4. What motivation caused the enrollment of the student at Sauk Valley College?
5. What course of study attracted the majority of the students to a program at Sauk Valley College?
6. How do the students at Sauk Valley College compare with the national norms in academic aptitude?
7. How significant in number was the "reverse transfer" at Sauk Valley College and what was his academic progress at the initial college?

Procedural Methods of the Study

The information gathered for this study was from two sources. The basic information came from the American College Testing Program battery. This information was complemented by the use of a student questionnaire in the college orientation course called Psychology 100 administered to all new students taking more than nine semester hours.

Summary of the Significant Findings

1. The student sample which totaled 1311 contained 676 full-time students and 635 part-time students. Seventy-two percent of the full-time students were male while fifty-seven percent of the part-time students were female.

2. The ages of our students were not consistent with national averages. Only sixty percent of our students are within the 17-18-year-old bracket as compared with national averages of eighty three percent in this bracket. Five hundred thirty students were or have been married.

3. Seventy-five percent of the 1227 in-district students were from Sterling, Dixon, and Rock Falls in decending order. While only 84 students were from out-of-district, they represented 31 communities which were very definitely rural in nature and all were native to northern Illinois counties.

4. There were 382 part-time students. Within this group sixty percent were taking only one three-hour course.

5. Ninety percent of the students attended a public high school. Sixty-five percent of those who were graduated from high school were from graduating classes of from 100-399 students while twenty-two percent were graduated in classes of 25-99 students.

6. The type of high school curriculum from which the students came was not representative of the national averages. Fifty-three percent came from a general high school curriculum as compared with national averages of fifty percent in that particular category.

7. The family income of our students compared quite favorably with national averages. Sixty percent indicated family incomes of $5000-$15,000 a year as compared with fifty-one percent on a national basis.

8. Based on a four point grading scale, the students in the sample recorded the following percentages within grade areas on an average of their four years of high school grades:

Grade	Per Cent	National Average
A 3.5 - 4.0	6	14%
B 2.5 - 3.4	35	45
C 1.5 - 2.4	50	38
D & F below 1.4	5	3

9. The following reasons were given by the students for choosing Sauk Valley College as their school (descending order):

(a)	Special curriculum	62%
(b)	Location close to home	59%
(c)	Good faculty	51%
(d)	Low cost	47%
(e)	College admissions officer	38%
(f)	Advice of parents	26%

The following reasons were not considered as important in the selection of Sauk Valley College:

(a) Advice of high school teachers and counselors
(b) Intellectual atmosphere
(c) Good athletic program
(d) Social opportunities

10. Seventy-seven percent of the students indicated that they expected to work while attending school. The following is a list of the students intending to work a certain number of hours:

Hours of Work	Sauk Students	National Average
No work	23%	36%
1-9 hours	12%	18%
10-19 hours	37%	29%
20-29 hours	21%	11%
30 or more	9%	6%

√

11. Fourteen percent of the students indicated that they were undecided as to a planned educational major as compared with suxteen percent of a national ACT program sample. The three areas in decending order in which students indicated a planned major were: (a) business (b) education (c) health occupations.

Twenty-four percent indicated teaching as a vocational preference as compared with the national average of twenty-three percent indicating a preference.

The sample indicated the following as to what degree was being sought by our students:

Degree	Sauk Students	National Average
Graduate degree	13%	32%
Bachelor's degree	44%	47%
Jr. College degree	32%	10%
Vocational Technology (less than two years)	4%	3%

Forty-nine percent of the students indicated that their college goal was vocational. This compared exactly with the national college norms of forty-nine percent.

12. The following students were enrolled in each of the various curricular areas:

(a)	Continuing Education (non-degree)	361
(b)	Associate in Arts	318
(c)	Associate in Science	315
(d)	Associate in Applied Science	295
(e)	Collegiate Vocational (one year)	22

13. The mean composite ACT scores of the sample at Sauk Valley indicated that our students had an 18.4 score as compared with the national average of twenty.

14. The sample indicated that our students were consistently below the national average in their intentions to participate in areas of extra curricular activities while their non academic achievements in the areas of dramatic arts, music, art, and writing compared quite favorably with the non academic achievements of the national sample.

15. Of the thirty-four "reverse transfers" who enrolled at Sauk Valley during the period of our sample only thirteen transferred with academic difficulty from a previous institution.

Degree: None (independent research)

A STUDY OF ADMISSION AND RETENTION IN SELECTED JUNIOR-COMMUNITY COLLEGES THROUGH AN ANALYSIS OF CATALOG STATEMENTS

J. Lee Dye
1969

Statement of the Problem

There is a growing philosophy of total education. This is the belief in the worth of the individual and the responsibility of the junior-community college to offer educational opportunities for developing the individual to the fullest possible extent. Inherent in this philosophy is the responsibility of developing programs for each individual regardless of his previous educational achievement. This belief is expressed in the "open door" policy. The purpose of this study was (1) to determine the extent to which the "open door" policy is ascribed, and (2) to determine at what point students would be suspended from the college.

Procedural Methods of the Study

Twenty-five public junior-community college catalogs were reviewed. These were selected at random; however, only one school was used from any given state. All catalogs were the most recent available and all were between the years of 1968 through 1970. For this study, the college was considered to have an "open door" policy if it admitted a student who had not completed high school, did not require the General Education Development equivalency test, and allowed the student to take regular college credit courses.

Summary of Findings

Fifty-two percent of the colleges appear to ascribe to the "open door" policy. Several schools indicate they believe in the policy yet set standards which are not consistent with the policy. The most common conflicts were the requiring of the General Education Development test, allowing students to take only non-credit courses, and placing restrictions on the students by classifying them as special students. One college indicated that it had its own special tests for students who had not graduated from high school and who had not taken the General Education Development test.

All but one of the colleges not ascribing to the "open door" policy admitted students based on the General Education Development test or other high school equivalency measures. This one college indicated it accepted only high school graduates and transfers.

Twelve percent of the colleges indicated that the student who is not a graduate must enter as a special or unclassified student until a given amount of work has been completed with a given grade point average. When this condition has been met, they may become regular students. Four of the thirteen colleges which admit all students indicate that students may enter only the programs for which they qualify. The other colleges either allow the student to follow any program or make no mention of special restrictions.

Five of the colleges indicate that they admit students who are still in high school. The requirements are that the student must have completed at least 15 hours, be a superior student, or be recommended by the principal. Only four of the colleges operating under the "open door" policy require student advisement when enrolling. Another, however, encourages the students to use advisement. One school which does not operate of the "open door" policy also requires pre-enrollment advising. All of the colleges indicated that academic advising and counseling is available. Twelve of the schools indicate an age requirement for those who did not finish high school. The range is from 16 to 21 years of age. The median age requirement was 19.

All the colleges require either a transcript, high school equivalency certificate of some scholastic record form at the time of admission. The American College Test (ACT) score is generally required or recommended in seventy-two percent of the colleges. Seventy-two percent of the colleges also required a health form and/or a medical examination. Ten of the colleges require an application fee. Additional requirements include other tests, a health treatment consent form that is signed by the parents, resident affidavits, student personnel forms, photographs, and data sheets.

Admission while on Suspension from Previous Colleges. Fifty-two percent of the twenty-five colleges indicated that they would not admit a student on suspension from another college. Twelve percent indicated that the student would not be admitted until he was eligible to return to his previous college. Eight percent indicated the student must wait for one term. One college indicated a waiting period of 18 weeks but that it could be waived by petition. One college indicated that a student must have been honorably dismissed and that he must be recommended by his previous college in order to be admitted. One of the colleges indicated that they would not admit a student whose record from a previous institution was marked "not eligible to return". Another indicated that a student on "permanent academic suspension may be considered after 12 months upon an appeal.

Seven colleges indicated they would admit a student suspended from another college. Four schools made no indication of any restrictions. One indicated that the student must petition for admission. One college placed the student on probation and another placed the student on restricted enrollment.

Five colleges make no statement concerning a policy for admission of students while under suspension from another institution.

Grade Transfer Policy. Only five colleges indicated their grade transfer policy in the catalog. All five indicated that only grades of C or better would transfer. One college indicated that only the accepted grades would appear on the transcript.

Probation. Eight percent of the schools indicated a higher grade point requirement for reverse transfers than for their own native students. Reverse transfers were expected to maintain a 2.0 average and native students a 1.5 at one college and a variable scale was used at the other.

Methods of receiving probation varied greatly among the colleges. At some colleges it was possible to be placed on probation by being deficient in one of several ways. One college indicated a student would be placed on probation if his cumulative grade point average fell below 1.5 or if he failed to earn 9 hours of credit as a full-time student. Another college indicated a student would be placed on probation if his cumulative grade point average fell below 2.0, if he failed 3/4 of his work, or if he were deficient 12 grade points below the 2.0 average.

Four basic methods were described for determining probation: grade point average for the semester, cumulative grade point average, grade points below the C average, and failing to pass a given number of hours. Only two colleges used a deficiency in grade points. One used a deficiency of 12 points and the other a deficiency of 8 points below the C average. Only two used the number of hours passed or failed as the criteria. Ninety-two percent of the colleges considered G.P.A. in some manner when putting a student on probation.

Forty-eight percent of the colleges used a constant grade point average when comparing the student's cumulative average for probation purposes. The range was from 1.2 to 2.0. The median and mode was 1.5.

Twelve of the colleges used a scale based on the amount of work completed. No two scales were similar. Thirty-six percent of the colleges stated the scale in hours completed while three stated the scale in semesters completed. The median G.P.A.'s per semester among those community colleges that scaled probation minimums were: 1.5 first semester, 1.6 second semester, and 1.7 third semester.

The requirements for the end of given hours completed were rather complex; however, for comparison purposes the requirements at three arbitrary points of 15, 30, and 45 hours were determined as follows. After 15 hours, the median and mode G.P.A. was 1.50 and the range was from 1.25 to 1.60. After completion of 30 hours, the range was from 1.50 to 2.0. The median and mode were 1.75. After the completion of 45 hours, the range was from 1.7 to 2.0. The median was 1.8 and the mode 2.0. Five colleges indicated that a student must take a reduced load while on probation. This reduced load was normally 12 hours.

Suspension. If a student is on probation, he usually must maintain a given cumulative grade point average or make a given grade point average for the given semester in order to be removed from probation and avoid suspension.

Thirty-two percent of the 25 colleges indicated the student must maintain an average for the term following probation in order to avoid suspension. This ranged from 1.5 to 2.0.

Three colleges set up cumulative scales that are lower than those used for determining probation. One college indicated a student would be suspended at any semester that his grade point average drops below 1.0. Two schools do not suspend students who fail to make the necessary grade point average if the student transfered to a vocational-technical or the terminal curriculum. One school indicated that when a student is suspended, he is not suspended from the college but only from a given program.

Forty-eight percent of the colleges indicated a normal suspension period of one term. One college indicated the student would be suspended for two terms. Forty-eight percent did not indicate a length of time for suspension. Forty percent of the colleges indicated that a student may appeal for immediate re-admission. One college indicated that when a student moves from a liberal arts program to a vocational-technical program, the previous below C grades may be disregarded in computing averages so long as he follows the program.

Dismissal. Fifty-six percent of the colleges made no statement concerning dismissal. Four colleges indicated that a student will be dismissed for falsification of information or for failure to indicate previous colleges attended. Twenty-four percent of the colleges indicated a student would be dismissed for failure to make given grade point averages following a suspension. One college indicated a student would be dismissed if there appeared to be little prospect for success. This was interpreted to mean a grade point average of less than 1.0. One college indicated that a person could be dismissed if his personal conduct or personal appearance was such that his continued presence would be detrimental to the college.

(Independent Research)

AFRO-AMERICAN HISTORY OFFERINGS
IN THE
CHICAGO CITY COLLEGE

John P. Kilstrom
1969

This brief study has been undertaken to determine how effective this program has been in reaching those students -- black and white -- who want to know the history of the Negro in America. More specifically the study was designed to determine the current status of Afro-American offerings at Chicago City College, Fall Term 1968.

Procedural Methods of the Study

The study was limited to one metropolitan community college system, the Chicago City College, which has eight campuses and 36,232 students. This system was chosen because of its large urban setting and its large -- 33% -- Negro enrollment. In theory, an established, working Afro-American History program should be most successful in such a setting.

The method of the study was primarily that of personal interviews with the people involved in the program -- the instructional staff where available, department heads and administrators where instructors were not available.

The basic questions asked of each college were:

1. How many sections of Afro-American History are offered?
2. How many students are enrolled in each section?
3. What is the racial composition of each class?
4. Are there any pronounced characteristics of the students in the class(es)?
5. What is the scope of the course?
6. What is the experience and preparation of the instructor?
7. What materials are used in the course?

Summary of Significant Findings

Through the use of the personal interview, the following findings are reported:

1. Students

    a. The total enrollment of the Chicago City College, Fall 1968 was 36,232.

b. The white enrollment was 67.2% of this figure or 24,348.
c. The Negro enrollment was 32.8% of this figure or 11,884.
d. The percent Negro enrollment on the eight campuses ranged from a high of 81.6% (at the Wilson Campus) to a low of 1.1% (at Bogan).

2. Afro-American History offerings

a. The first course was offered in the fall of 1965 by Mr. Gnatz at Wilson.
b. The remainder of the sections were added in 1967 and 1968.
c. There were nine (9) sections offered in the Fall Term, 1968.
Three sections at the Wilson Campus (91.6% Negro)
Two sections at the Southeast Campus (54%)
Two sections at the Loop Campus (40.4%)
One Section at the Wright Campus (2.0%)
One section at the Bogan Campus (1.1%)
No offering at the Crane Campus (79%)
No offering at the Fenger Campus (18.9%)
No offering at the Amundson-Mayfair Campus (2.7%)
d. There were 319 students enrolled in the nine sections -- only .88% of the total CCC enrollment.
e. There were 244 Negro students enrolled in these sections -- only 2% of the total CCC enrollment.
f. There were 75 white students enrolled in these sections -- only .3% of the total CCC enrollment.

3. Student characteristics

a. Though many of the black students showed evidence of cultural and learning deficiencies, the intangible element of black pride and its attendent race consciousness provided a strong motivation. Through an identification with the subject of their study these students have been able to master the material and turn in average or above-average grades.
b. The white students seemed quite concerned about the current race problem and feel that this course will help in their understanding of the situation.
c. Many are "willing to be measured" against their black classmates and are desirous of overcoming a "bigoted background."

4. Instructors

a. The nine sections were taught by seven instructors: three white, four Negro.
b. Only two of the seven had formal courses in black history.
c. The ages of the instructors ranged from the late twenties to the middle-sixties.
d. The teaching experience ranged from three to over thirty years.
e. Pertinent teacher background outside of formal coursework included:

1. Personal involvement with the problem, a "sixty-year involvement" in one instance.
2. Studies dealing in part with the Negro in America
3. Professional workshops in the broad area of Afro-American history.

4. Materials used in the courses

   a. Only two of the instructors used textbooks per se -- John Hope Franklin's From Slavery to Freedom.
   b. Wide use was made of paperback books; they were inexpensive and provided a broader range of material while allowing for the individualization of the material with each student (when a larger selection of books was made available it was possible for the student to buy those books which were of greatest interest to him personally.
   c. The materials most often used were: black histories, autobiographies and biographies of prominent Negroes, a few sociological studies, and some collections of poetry and literature.
   d. Though poetry and essays were readily used, there was little use of fiction.
   e. The instructors generally avoided those books and materials which were of an emotional and inflammatory nature (e.g., Franz Fanon's The Wretched of the Earth.)

5. The scope of the course

   a. In general, the courses were generally concerned with the American phase of the Afro-American history, commencing the study with the slave trade era.
   b. Two of the seven instructors tried to put equal emphasis on the African phase of the study but now admit that they had some problem determining just how far to go and how deeply to cover it.
   c. All instructors structured their courses to emphasize and explore the achievements, contributions, and struggle of the Negro American instead of the protest and struggle. Most feel that this approach, though more difficult and requiring greater discipline, is preferable to the emotion of much contemporary protest literature and provides the student with a perspective he has heretofore lacked.

6. Conclusions drawn from the study

   a. The Afro-American History offering in the Chicago City College, as presently established, is hopelessly inadequate. Assuming the goal of the program is to reach all interested students -- black or white -- the present offering fails, reaching only 2% of all black students and an insignificant .3% of the white students.
   b. While the "tokenism" of the present offering in Afro-American History is better than no offering at all, it has created in

many people a feeling of frustration that it has reached so few.

c. This survey of the Afro-American History offering in the Chicago City College raises a larger, philosophical question. As a community institution, is it the College's function merely to meet the demands of the community -- as with the tokenism we have seen in this study -- or should it anticipate the needs of the community -- in this case, by recognizing the potential of an AAH course as a vehicle of community understanding and significantly expanding the program, perhaps even making it a required course. In short, is it the Chicago Community College's function to lead, or merely be led?

Degree: None (Independent Research)

A STUDY OF FOREIGN LANGUAGE OFFERINGS AND OBJECTIVES IN SELECTED COMMUNITY COLLEGES

David G. Hines, 1969

The prupose of this study was to examine the foreign language enrollment in courses offered for credit in selected community colleges located in Illinois, Florida and California. In addition, the study attempted to determine the reasons for offering foreign languages in these junior colleges as indicated by the academic deans of the various institutions involved in the sample.

PROCEDURES

The procedure wsed consisted of the following sequence of activities:

1. Related literature published in professional publications was examined to determine the extent to which related studies had been done in this field.

2. A questionnaire was prepared and sent out to all junior colleges in Illinois and to ten public junior colleges in California and to ten in Florida. Of these fifty-seven, or seventy-eight percent, were returned.

3. The questionnaires were analyzed and conclusions were drawn from the findings of the investigation.

SUMMARY OF SIGNIFICANT FINDINGS

An analysis of the data obtained in the investigation revealed the following information concerning the foreign language enrollment and philosophy regarding offering foreign language courses in the junior colleges contacted:

1. In Illinois public junior college foreign language courses offered for credit, there were 4200 students enrolled in six different areas of course offerings (Spanish, French, German, Italian, Russian, and Swahili). Ten public junior colleges in Illinois offered non-credit foreign language courses with a total enrollment of 208. None of the Illinois public junior colleges reporting offered a vocationally oriented foreign language program. The reason indicated most frequently for offering foreign languages in the junior college was to fulfill language requirements for transferring students with thirty-one schools or 96.87% of those responding checking that as the reason.

2. In Illinois private junior college foreign language courses offered for credit, there were 709 students enrolled in these courses. Two schools reported offering non-credit foreign language courses with one school reporting an outstanding program in conversational language courses. Central YMCA Community College of Chicago reported a total enrollment of 389 in non-credit language courses which were twelve in number (Spanish, French, German, Italian, Polish, Arabic, Greek, Hebrew, Japanese, Swahili, Swedish and Lithuanian). One private junior college in Illinois reported an offering in vocationally oriented foreign language. The reasons checked most often for offering foreign languages in junior colleges were to fulfill language requirements for transferring students and to broaden cultural interests with ten schools or 90.90% of those schools responding indicating these choices.

3. Six public junior colleges in California reported a total enrollment in foreign language courses offered for credit of 1511 in four different languages. One of the six reporting schools offered a non-credit foreign language course with an enrollment of forty-three in Spanish. None of the California schools reported a vocationally oriented foreign language program. The most frequently checked reason for offering foreign languages in the junior college was to fulfill language requirements for transferring students with all six schools or 100% indicating this as their choice.

4. Eight public junior colleges in Florida responded and reported a total enrollment in foreign language courses offered for credit of 1490 in five different languages. Five colleges reported offering non-credit foreign language courses with an enrollment of 150 in three languages. Two schools reported a vocationally oriented language program. The reasons checked most often for offering foreign languages in junior colleges were to fulfill language requirements for transferring students and to broaden cultural interests with eight schools or 100% of those schools responding indicating these choices.

5. It was determined that 12.1% of students in Illinois public junior colleges were enrolled in foreign languages offered for credit. In Illinois private junior colleges 15.6% of students were enrolled in foreign language courses offered for credit. California public junior colleges contacted reported 12.01% of students enrolled in foreign language courses offered for credit. The eight Florida schools reported 5.78% of students enrolled in foreign language courses offered for credit.

6. In the total sample, twenty institutions reported that

they felt that foreign languages needed to fulfill a new role in the junior college curricula. Twenty-four institutions reported that they felt no need for a change, and thirteen schools did not answer the question.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations are based upon the findings of the study:

1. Enrollment in foreign languages in Illinois public junior colleges is low compared to the number of students enrolled in the colleges.

2. Almost one-half of the Illinois junior colleges analyzed believed that foreign languages needed to fulfill a new role in the junior college curricula.

3. There is a definite lack of vocationally oriented foreign language programs in the Illinois public junior colleges.

4. Illinois private junior colleges seem to be doing more to provide non-credit foreign language courses than Illinois public junior colleges.

5. It appears that the future of foreign languages in the junior college curriculum depends on language requirements for Bachelor of Arts degrees in four year institutions. As the requirements in the four year colleges are lessened in regard to foreign language, the importance of foreign language in the junior college will lessen proportionately.

6. A new approach to foreign languages more adaptable to the junior college student and philosophy is needed. Foreign languages need to be made attractive enough so that students will elect to take them

rather than enrolling in them for study simply to satisfy a requirement of a four year institution.

7. Perhaps transfer credit should be awarded for successful completion of the so-called "fun" conversational courses. Articulation between junior colleges and four year colleges and universities is needed to discuss matters of this type.

8. More attention should be given to the place of foreign languages in the junior college.

Degree: MS in Education
Advisors: W. K. Ogilvie
D. D. Reach

JUNIOR COLLEGE BOARD MEMBERS: THEIR PERSONAL CHARACTERISTICS AND ATTITUDES TOWARD JUNIOR COLLEGE FUNCTIONS, STATE OF ILLINOIS, 1968-69

James Andrew Ebbesen
1969

Statement of the Problem

It was the purpose of this study to determine for the State of Illinois: (1) the selected personal characteristics of local public junior college board members, (2) the attitudes of these board members towards selected functions of the local public junior college, and (3) the relationship between personal characteristics and attitudes of board members towards junior college junctions, as determined above. It was the hypothesis of this study that no significant relationships would be found between personal characteristics and attitudes of board members towards junior college functions.

Procedural Method of the Study

The population of this study included a potential of 245 board members serving in the State of Illinois during the fall of 1968. A total of 215 board members responded to a questionnaire deisigned to obtain information about personal characteristics and to indicate attitudes towards selected functions of the junior college. The return of 87.8 per cent of the questionnaires was regarded as satisfactory and provided a reasonably large population for the study.

Of the 215 returned questionnaires, five failed to meet *a priori* standards for completeness and were dropped from the study. The responses of 210 board members, or 85.7 per cent, were included in the study.

In order to determine whether significant differences existed between observed responses to each attitudinal statement and the number of expected responses based on the null hypothesis, a chi-square test for significance was used. The .05 level of confidence was selected as the limit at which the null hypothesis would be rejected.

Summary of Significant Findings

Personal characteristics. This study revealed that in 1968 the typical board member serving local Illinois public junior colleges was a white male about fifty years old. Typically, two out of three board members lived in small cities or rural areas, with the remaining one out of three residing in a large city of 50,000 or more population, or a suburban area.

The board member typically had earned at least a bachelor's degree and completed additional graduate work in a degree program. The educational level was reflected in a median family income between $18,001 and $25,000, with over one-third of the board members reporting an income of more than $25,000.

Over three-fourths of the board members in Illinois were members of a protestant church, with an additional fifteen per cent reported as active members of a Catholic church. The high degree of active church membership was accompanied by a corresponding membership level in community service organizations. The typical Illinois board member was the parent of one to three children, with one-fourth of the members reporting a parental status of four or more children. Politically, the majority of board members reported registration in or tendency toward the Republican party, with almost three-fourths of the board members checking this response.

From the experience standpoint, the average board member had two to three years of service on a junior college board, but none on a public school board. Almost all of the board members included in the study reported that they were occupationally active and engaged in a professional, managerial or agricultural occupation. It was noted that a majority of board members were engaged in a professional capacity generally associated with an educational requirement of a degree.

The implications of the data reflecting on personal characteristics were perhaps most striking when one considered the role of board members. As part of a seven member group charged with the responsibility of meeting the educational needs of a large community, the board member may be confronted with the task of considering and reflecting the many segments of society in the decision-making process.

A survey of the representation on local boards serving public junior colleges revealed that such groups as women, young adults, non-whites, large city residents, the less educated, low-income groups, Democrats, the non-church goers, the retired persons and those engaged in non-professional occupations were not well represented by members of their peer groups serving on junior college boards. It was not the purpose of this study to determine representativeness of boards serving the state's junior colleges, but there are implications for further study in this area.

Board members' attitudes. The goal of junior college education in Illinois was to provide a comprehensive program for residents of the local districts. To this end, the State of Illinois had enacted legislation and had made financial commitments to support written policies and guidelines to encourage development of local institutions.

To what extent the State of Illinois will realize this goal of comprehensiveness would depend, to a marked degree, on the basic attitudes of board members towards the alternative functions of the junior college. It seemed reasonable to assume that board members who regarded certain types of programs or courses as critically needed, or relatively unimportant, would have a profound influence on the ultimate development of the state's junior colleges. This assumption would be particularly significant when a majority of board members serving a local institution tended to have similar attitudes towards junior college functions.

This summary and discussion, therefore, focused on the attitudes of board members towards the functions of local public junior colleges. To accomplish this, each of the twenty-seven attitudinal statements was arbitrarily placed in an appropriate category for discussion purposes. It was recognized that many of the statements could be placed in two or more of the categories, but for purposes of clarity, the placement was limited to one area.

1. A majority of board members included in this study (66.7 per cent) agreed that the philosophy of the local institution should be consistent with that of the Public Junior College Act. This has implications for the future of local junior colleges in Illinois because it established a conceptual climate for program emphasis and development.

2. A majority of board members included in the study (53.8 per cent) supported the statement that members of the state board should be selected by means of non-partisan elections. While this may have indicated a preference for a change in selection procedures, there was no indication of strong feelings in this direction, nor that the selection method had great influence on the relationship between state and local boards.

3. In the area of program development, which is fundamental to the concept of comprehensiveness, the responses of board members in this study indicated a high degree of support for the attitudianl statements. Such programs as transfer education, adult education, technical or semi-technical courses, testing and counseling services, two-year associate degree programs and remedial programs for the under-educated received support from a majority of board members. The board members indicated support for adult education programs (88.6 per cent), including courses in cultural, self-enrichment and skill development activities. The same degree of support was provided for programs to develop technical and semi-technical skills (88.6 per cent). Also receiving strong support from a majority of board members were three programs: (1) courses for under-educated youths and adults (79.1 per cent), (2) two-year associate degree programs (79.0 per cent), and (3) transfer education programs (79.0 per cent).

In all cases, the board members provided substantial support for the programs, indicating that the goal of comprehensiveness for the state's junior colleges was shared by those in a policy making role.

4. Research programs to study problems associated with junior college education failed to gain support from board members (23.3 per cent agreed). It is possible that this attitude may change as the

recent emphasis on junior college education gains maturity in Illinois and problem areas become more clearly defined in terms of research needs.

5. Another program area receiving support from board members included in the study (53.8 per cent), was that of extra-curricular activities, including intercollegiate athletics.

6. In the area of finance, board members in the study indicated a high degree of support for tuition charges to be paid by Illinois residents for credit courses (83.8 per cent), and for non-credit courses (79.1 per cent). This was consistent with provisions included in state regulations for junior college education. Board members sharply disagreed with the concept of total state financing and state control (4.3 per cent agreed), a possibility that was discussed at one time in the development of the Master Plan. Total state financing and local control also received poor support from the board members (10.5 per cent agreed).

7. In the area of administration, board members supported a recommendation that all administrators should have had successful classroom teaching experience (54.8 per cent). In its guidelines, the Illinois Junior College Board did not specify that the teaching experience should be at the junior college level. It is rather difficult to rationalize the value to a junior college administrator of teaching experience, for instance, at the sixth grade level. It does seem appropriate, however, to regard classroom teaching at the junior college level as desirable. It is possible that the relative immaturity of the junior college movement in Illinois, plus the rapid expansion of these institutions, might influence the number of experienced classroom teachers interested in an administrative position. It also seems quite likely that this will be a more obtainable requirement in the future when supply catches up with demand.

The establishment of restrictive entrance requirements to control rising enrollments was a step which these board members did not choose to support (8.1 per cent agreed). From a practical standpoint, there doesn't seem to be another alternative when space available is inadequate to meet space needs. However, the board members' failure to endorse this step may have been aimed at the possible establishment of a permanent measure to control enrollments. To do so would be to refute the open-door philosophy as recognized by the State of Illinois. Further support for this view was the position assumed by board members that space for all anticipated students should be included in capital construction plans for local institutions (80.0 per cent agreed). Putting together the boards members' positions on philosophy, entrance requirements and capital construction plans, it appeared that board members supported the open-door policy.

8. A majority of board members supported evaluation of the instructional staff on teaching ability alone (60.5 per cent) and would not include such items as research, writing and publishing. While a

majority of board members felt that the teachers should be involved in curriculum development (79.1 per cent), a strong minority also supported teacher involvement in policy development (48.5 per cent agreed). As teacher militancy becomes more pronounced, it is possible that this may become a significant issue in junior college education.

Significant relationships between personal characteristics and attitudinal statements. It was not the purpose of this study to determine cause and effect, but rather to point out relationships existing between personal characteristics and attitudes of junior college board members. The data gathered in the study do not permit one to state why board members might differ in their attitudes towards selected issues in junior college education. Observations were made within the limits of the research design and applied only to board members from the State of Illinois included in the study.

Chi-square analysis of the relationship between personal characteristics and attitudes of board members found twenty-six values significant at the .05 level. This was the standard established for rejection of the null hypothesis in the study. Ten of the chi-square values were significant at the .01 level and are reported as such.

1. The personal characteristic of experience on junior college boards showed a significant relationship with six attitudinal statements. Four of the chi-square values were significant at the .01 level and two at the .05 level. In addition, four other chi-square values were very close to significance at the .05 level.

The significant chi-square velues obtained for this characteristic were due to board members with one year or less of experience on junior college boards who tended to differ in their response pattern from board members with two or more years experience. In general, the more experienced board members were more supportive towards such proposals as evaluating reachers on the basis of classroom teaching only, establishing dormitories for out-or-district students, charging tuition for non-credit courses and for credit courses. It was interesting to note that chi-square values for the relationship between experience and these issues were all significant at the .01 level. The more experienced board members were less supportive of items such as establishing research programs to study junior college problems, and establishing restrictive entrance requirements as a solution to rising enrollments.

2. A second personal characteristic, that of family income, produced four chi-square values which were significant, three at the .01 level and one at the .05 level. The significant chi-square values were due to board members with family incomes of $18,000 or less differing in their response patterns from board members reporting an income of more than $18,000. In general, board members with a family income of $18,000 or less were less supportive towards such issues as charging tuition for credit or non-credit courses. In contrast, this group was the most supportive towards such issues as adult education

programs and requiring administrators to have had successful classroom teaching experience.

3. A third personal characteristic, that of age, produced three chi-square values which were significant, one at the .01 level and two at the .05 level. The significant chi-square values were due to younger board members being less supportive towards such issues as sharp increases in state financial support only for institutions meeting standards established by the state, the instructional staff being involved in policy development, and the requirement of written board policies. Generally, board members reporting as fifty years of age or older were more supportive of these attitudinal statements.

4. A fourth personal characteristic, that of education, produced three chi-square values were significant at the .05 level. The significant chi-square values were due to board members with a high school diploma or less providing less support for such issues as charging tuition for non-credit courses and the establishment of two-year programs in semi-professional training. The response pattern for the third issue, that of attempting to excel only in a few programs, was not clear and no attempt was made to determine trends in this case.

5. A fifth personal characteristic, that of sex, produced two chi-square values which were significant at the .05 level. The significant chi-square values were due to male board members being more supportive towards such issues as the requirement that all administrators have had successful classroom teaching experience and that husband-wife combinations should not be employed for instructional purposes. In fact, not one female board member supported this statement.

6. A sixth personal characteristic, that of political registration or tendency, produced two chi-square values significant at the .05 level. The significant chi-square values were due to Democrats and board members reporting independent or other political classification tending to provide more support than Republicans for such issues as state initiative in the development of needed public junior colleges in areas where local interest has failed to do so. By way of contrast, the Republicans provided more support than Democrats or independent board members towards such issues as providing extensive programs to develop technical or semi-technical skills.

7. A seventh personal characteristic, area of residence, provided two chi-square values which were significant, one at the .01 level and the second at the .05 level. The significant chi-square value at the .01 level was due to board members residing in large cities providing less support than other board members for the statement that members of the state board should be selected by means of non-partisan elections. Board members tended to become more supportive of this as their place of residence changed from a large city, of 50,000 or more population, to a surburban area, to a small city and finally to a rural area. The significant chi-square value at the .05 level was due to rural board

members providing less support and non-rural board members more support for the recommendaiton that the instructional staff should be extensively involved in policy development.

8. Four other personal characteristics provided chi-square values which were significant, one at the .01 level and three at the .05 level. The significant chi-square velue obtained at the .01 level was due to board members reporting a professional or farm occupation being more supportive of the statement that junior colleges should attempt to excel only in a few programs. Other occupational groups included in the study were less supportive of this recommendation.

9. A significant chi-square value at the .01 level was obtained when board members with more than three years experience on public school boards provided more support for the statement that sharp increases in state financial support should be provided only to those junior college that met standards set by the state. Board members reporting less than three years experience were not as supportive of this recommendation.

10. Church membership also produced a chi-square value significant at the .05 level, with Protestants providing less support for the statement that the State of Illinois should initiate development of needed junior colleges in areas where local interest has failed to do so. Catholic board members were much more supportive of this recommendation.

11. Finally, membership in community service organizations produced a chi-square value significant at the .05 level when board members reporting membership in 1-3 organizations disagreed more with the statement that junior colleges should be totally state financed but locally controlled. Board members reporting no membership in community organizations also disagreed with the statement, but to a lesser degree than did other board members.

Conclusions

The following conclusions were based on data gathered in the study and were stated within the limitations of the research design.

Personal Characteristics.

1. Board members serving Illinois Public Junior Colleges represented selective portions of our society. This was particularly so for the personal characteristics of sex, race, educational background, personal economic worth and occupational interests.

Attitudes.

2. A majority of board members included in the study indicated attitudes favorable to the concept of the comprehensive junior college. This included the open-door policy, provisions for a variety of programs and the acceptance of a basic philosophy consistent with that of the Public Junior College Act.

3. There were certain areas in which local board members were not entirely supportive of the position stated in the Public Junior College Act, The Master Plan for Higher Education in Illinois or by the Illinois Junior College Board. These included the method of selecting members for the Illinois Junior College Board, provisions for research programs to study problems associated with junior college education in Illinois, provision of dormitories for out-of-district students, and involvement of the instructional staff in policy development.

4. Responses of board members to various attitudinal statements indicated that local public junior colleges were student oriented. Board member recognition of the need for extensive counseling, guidance and placement services, plus the view that teachers should be extensively involved in providing guidance to students, supported this conclusion. A further support was the position taken by board members that teachers should be evaluated on classroom teaching effectiveness only.

5. Board members demonstrated an awareness of the important role assumed by junior college teachers by supporting the involvement of the instructional staff in curriculum development, and in the guidance of students. Elimination of discriminatory policies such as not employing husband-wife teacher combinations reflected this concern for teacher welfare, also.

6. Responses by board members to certain attitudinal statements indicated that some common element or elements influenced the responses of board members. Specifically, twenty-six interactive relationships were found to be significant in this study.

Relationships Between Personal Characteristics and Attitudes.

The null hypothesis stated that no significant relationships would be found between board members' personal characteristics and their attitudes towards functions of the public junior college. A chi-square test was applied to 378 specific comparisons. Of these, ten were found to be significant at the .01 level, and sixteen significant at the .05 level. The standard established for rejection of the null bhpothesis in this study was the .05 level of significance.

7. The null hypothesis was rejected for the following personal characteristic which had a significant relationship with six attitudinal statements:

a. Years of experience on junior college boards.

8. The null hypothesis was rejected for the following personal characteristic which had a significant relationship with four attitudinal statements:

a. Family income.

9. The null hypothesis was rejected for the following personal characteristics which had a significant relationship with three attitudinal statements:

a. Age.
b. Educational background.

10. The null hypotheses was rejected for the following personal characteristics which had a significant relationship with two attitudinal statements:

a. Sex.
b. Place of residence.
c. Political registration or tendency.

11. The null hypothesis was rejected for the following personal characteristics which had a significant relationship with one attitudinal statement:

a. Active church membership.
b. Membership in community service organizations.
c. Years of experience on public school boards.
d. Principal occupation.

12. The null hypothesis was accepted for the following personal characteristics which had no significant relationships with the attitudinal statements:

a. Number of children.
b. Residence in incorporated or unincorporated area.
c. Occupational status, active or retired.

Recommendations

The following recommendations for further research are made:

1. In view of the relatively limited number of studies focusing on members of junior college boards, it is recommended that this study be replicated in Illinois and in other states. This would be of particular value because of the increased emphasis on junior college education throughout the country. It is further suggested that such studies be conducted periodically to determine trends over a period of time.

2. It is recommended that studies be conducted to determine the probable cause of significant relationships between certain personal characteristics and attitudes of public junior college board members. For instance, why do board members with one year or less of experience on a junior college board tend to differ in their attitudes from board members with two or more years experience?

3. It is recommended that studies be conducted to determine how well the composition of junior college boards accomplishes the task of serving groups not represented on the board.

4. It is recommended that studies be conducted to determine why

junior college board members are not supportive of certain programs such as the establishment of research programs to study problems associated with junior college education.

Degree: Doctor of Education
Committee Members: Dr. Philip C. Wells, Dr. Robert H. Bauernfeind,
Dr. William K. Ogilvie, Dr. Otho J. Quick and
Dr. Earle W. Wiltse

A COMPARATIVE PROFILE OF STUDENT CHARACTERISTICS OF THE 1965 AND 1967 ENTERING FRESHMAN AT HIGHLAND COMMUNITY COLLEGE

Audrey Anderson and Michael Heinze
1968

Statement of the Problem

The purpose of this study was to summarize the student characteristics as reported in the ACT Class Profile Report for the 1965 and 1967 freshmen entering Highland Community College for comparative analysis.

Procedure

The data used in this report was taken from material compiled by the American College Testing Program for the Class Profile Service. The Class Profile Report is a comprehensive description of an institution's entering class. It is intended for the use of college officials concerned with admissions, public information programs, and student personnel functions. It is also designed to be of benefit to other administrators and members of the instructional staff. In this study comparison was made only of the students who actually enrolled, rather than including all who took the ACT and did not enroll.

FINDINGS

1. There was no significant difference in the mean ACT test scores for the 1965 and the 1967 entering freshman at Highland Community College.

2. The mean high school grades for the 1967 group were only slightly higher than for the 1965 group.

3. The mean ACT test scores for the HCC group were consis-

tently higher than the mean ACT test scores for freshman entering all junior colleges.

4. The mean high school grades for the HCC group were consistently higher than the mean high school grades for freshman entering all junior colleges.

5. The mean ACT test scores for the HCC group were below the mean scores for freshmen entering Illinois senior colleges and universities.

6. The mean high school grades for the HCC group were below the mean high school grades for freshman entering Illinois senior colleges and universities.

7. The majority of students who indicated work expectations indicated they would work 10-19 hours per week.

8. A larger percentage of the 1967 group indicated their home community as farm or open country than the 1965 group.

9. There was an increase in the number of married freshmen entering in 1967. (+2.4 per cent)

10. More of the 1965 group (19 per cent) chose business and finance as a major than the 1967 group (12 per cent). Social and educational fields were chosen most by the 1967 group (21 per cent) compared to 16 per cent of the 1965 group.

11. Regarding campus transportation plans, 126 or 39 per cent of the 1967 entering greshmen expected to bring a car to campus. Eighty-seven or 36.0 per cent of the 1965 group expected to bring a car.

12. The 1967 group had a larger percentage of students at the ages of 16 and also over 21 than did the 1965 group. The majority of

students in both groups, however, were 17 and 18 years of age.

13. Of the 1967 freshmen, 310 or 95 per cent were in-state residents and 15 or 5 per cent were listed as out-of-state. The 1965 group reported similar statistics; 285 or 97 per cent were state residents and 10 or 3 per cent were from out-of-state.

Degree: None (independent research)

AN ANALYSIS OF THE IMPLEMENTATION OF THE ILLINOIS JUNIOR COLLEGE UNIFORM ACCOUNTING MANUAL AT WILLIAM RAINEY HARPER COLLEGE

William J. Mann
1969

Statement of Problem

The purpose of this study was to analyze the implementation of the Illinois Junior College Uniform Accounting Manual at William Rainey Harper College, Palatine, Illinois, in order to suggest improvements for the manual's final draft prior to its official adoption by the Illinois Junior College Board.

Procedural Development

The procedures followed were to identify problems and propose solutions based upon experience at Harper College and current practice as shown in accounting manuals from California, New Jersey, Florida, Michigan, and the book, College and University Business Administration.

Findings

The following major conclusions were set forth in the study:

1. The Illinois Junior College Accounting Manual Committee should reevaluate the timetable for final adoption of the manual.
2. Professional assistance should be provided to the accounting manual committee by the Illinois Junior College Board.
3. Further study needs to be conducted to provide the best sequence for the coding structure.
4. A section that defines all terminology should be completed

prior to the final revision.

5. Cost comparisons for Illinois junior colleges should be based only on the function classification.
6. Accrual accounting should be encouraged but not required by the Illinois Junior College Board.

Degree: Certificate of Advanced Study
Advisor: Henry Yankow

THE UNIFORM ACCOUNTING MANUAL'S CODING STRUCTURE IN SEVEN SELECTED ILLINOIS JUNIOR COLLEGES

John M. Murphy
1969

Statement of Problem

The purpose of this study was to determine the application of the Uniform Accounting Manual's coding structure in seven selected junior colleges in the State of Illinois prior to the official adoption of this manual.

Procedural Development

A survey questionnaire was prepared and used as a guide in personal interviews with the selected junior colleges. All of the junior colleges have adopted this system.

The data received and compiled by the writer was categorized into introduction, acceptance, adaptability, and representative codes to ascertain the extent of application as suggested in the Uniform Accounting Manual's coding structure.

Findings

The following conclusions were reached by the writer:

1. The chief business official must thoroughly understand the Uniform Accounting Manual's coding structure.
2. The faculty should be involved in the coding process.
3. In-service training is significant for implementation.
4. Financial source documents must be designed to the system.
5. Full implementation of the system requires a computer center.

6. The possibility exists for eliminating, combining, and/or re-aligning certain groupings as suggested in the manual.
7. The organization of a junior college must be firmly established as to educational purpose.
8. Current definitions, as suggested in the manual, should be clarified and/or modified.
9. The Uniform Accounting Manual enables a junior college to determine a unit or grouping of costs. Further study of these costs is recommended.

Degree: Master of Science
Advisor: Henry Yankow

THE DESIGN AND IMPLEMENTATION PROJECTIONS OF A MANAGEMENT INFORMATION SYSTEM FOR AN ILLINOIS COMMUNITY COLLEGE

Howard D. Sims
1969

The purpose of the study was to design an effectively organized management information system with meaningful content for an Illinois Community College. This design objective was developed through the results of six basic steps:

1. Portrayal of all community college activities as a system with categorization of activities into six functionally independent subsystems.

2. Reduction of all subsystem information to basic data elements.

3. Analysis of responses of community college administrators regarding utilization of data items in Illinois community colleges.

4. Determination of a normative data base for an Illinois community college.

5. Design of an operational system for storage, updating, transformation and retrieval of management information of the six subsystem files.

6. Development of an implementation plan for a management information system in an operating community college.

A questionnaire was developed for the purpose of validation of data items considered desirable and necessary content of a community college information base. The forms were distributed among all Illinois community colleges and were completed by first and second level adminis-

trators. Sixty-nine per cent of the fully operational colleges responded to the questionnaire. Responses were tallied to determine levels of agreement on the suggested items.

The management information system was developed on the concept of "basic" data capable of transformation into "complex" data. Data in its simplest form was quantified for representation by numerical symbols. The representations consist of both real data and the codification of terms. The transformation of basic data occurs during the retrieval process of the designed system. Transformations are specified by programmed instructions to satisfy user requirements. The programmed instructions may be altered as information requirements change or expand. The advantage is a current resource of accurate information for the management decisions of an operational community college.

The concept of systems and subsystems was used throughout the study. The primary structure viewed the college as a composite of activity areas that may be considered functionally independent of each other. These activity areas were identified as subsystems making up the larger total system, the community college.

A single community college was used as a laboratory setting for the investigation. The information files and organizational structure of the subject college provided a basis for the formulation and evaluation of a model management information system. A FORTRAN program was constructed for an IBM 360 computer system and an operational test of the system conducted using real data from the subject college.

The major determination of the study was the feasibility of

establishment of a management information system in an Illinois community college. The results of the study indicate that the resources required to design, program and operate such a system would be moderate. Other specific findings of the study were:

1. Much of the data required of a management information system for a community college is currently available.

2. There is agreement among practicing administrators on the specific content of information files for a community college.

3. A computer is not an essential but a valuable asset to a management information system for a community college. The model designed as a part of the study requires a computer.

4. A state-wide management information system with terminal operations is possible with common data elements and common definitions.

5. A management information system can provide a marked improvement in the timeliness and accuracy of information available to community college decision-makers.

Degree: Doctor of Education

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